

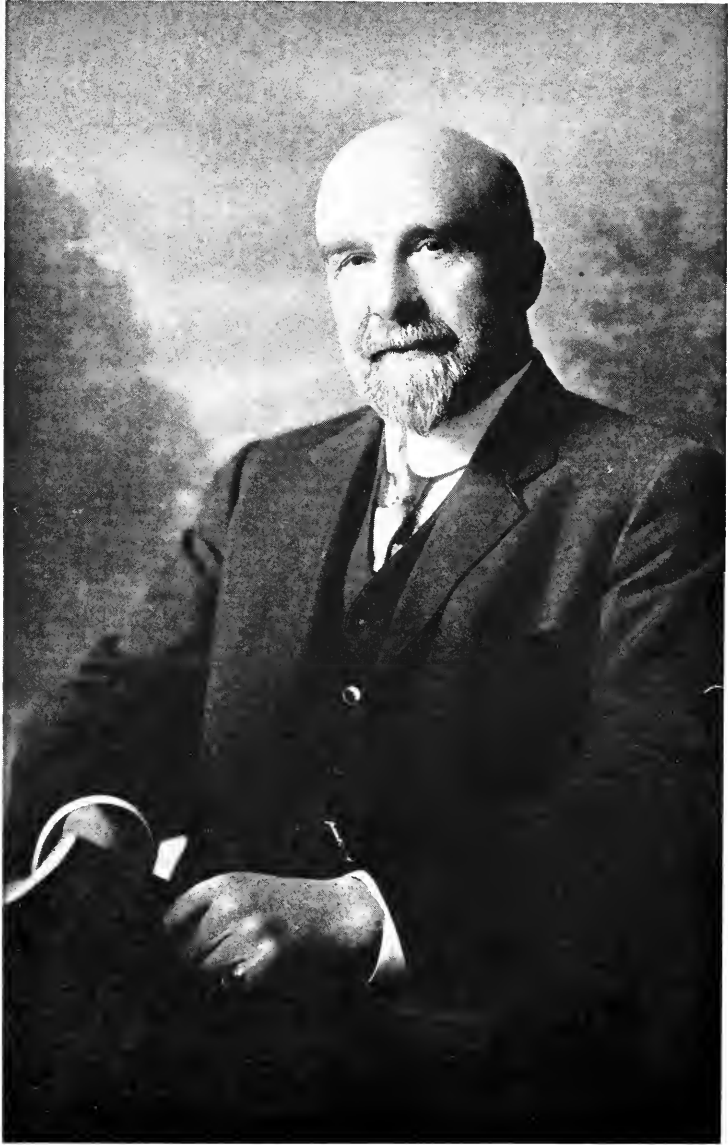


AMERICAN FOUNDATION
FOR THE BLIND INC.





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Edward C. Allen

Perkins Institution
and
Massachusetts School
for the Blind



1931

One Hundredth Annual Report
of the Trustees

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1931-1932.

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whose duty it is to visit and inspect the Institution at least once in each month.

1932.

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1932.

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September . . . G. PEABODY GARDNER, JR.
October . . . WILLIAM L. RICHARDSON.²
November . . . LEVERETT SALTONSTALL.
December . . . WILLIAM ENDICOTT.

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¹ Appointed by the Governor of the Commonwealth.

² Resigned October 2, 1931, after having served as trustee for 43 years.

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 Miss SADIE TURNER, *Teacher.*

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Mrs. HAROLD J. COOLIDGE	. February.	Mrs. RONALD T. LYMAN	. } September
Mrs. ROGER MERRIMAN	. } March.	Mrs. GEORGE T. PUTNAM	. } and October.
Miss ELEANOR S. PARKER	. } April.	Mrs. CHARLES WIGGINS, 2d	. } November.
Miss MARIA PURDON	. } May.	Mrs. GEORGE H. MONKS	. } December.
Mrs. HENRY H. SPRAGUE	. } May.	Miss BERTHA VAUGHAN	. } December.
Mrs. ALGERNON COOLIDGE	. } May.		

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Allen, Mrs. Edward E., Cambridge.
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Amory, Roger, Boston.
Anderson, Mrs. Larz, Brookline.
Appleton, Hon. Francis Henry, Boston.
Appleton, Francis Henry, Jr., Boston.
Appleton, Mrs. Francis Henry, Jr., Boston.
Appleton, Dr. William, Boston.
Bacon, Gaspar G., Jamaica Plain.
Ballantine, Arthur A., Boston.
Bancroft, Miss Eleanor C., Beverly.
Bartlett, Miss Mary F., Boston.
Barton, George Sumner, Worcester.
Baylies, Walter C., Boston.
Baylies, Mrs. Walter C., Boston.
Beach, Rev. David N., Belmont.
Beatley, Prof. Ralph, Cambridge.
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Blunt, Col. S. E., Springfield.
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Endicott, William, Boston.
Endicott, William C., Boston.
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Fay, Thomas J., Boston.
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Fuller, Mrs. Samuel R., Boston.
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Gray, Roland, Boston.
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 Parkman, Henry, Jr., Boston.
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 Peabody, Harold, Boston.
 Peabody, Philip G., Boston.
 Peabody, W. Rodman, Boston.
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 Putnam, Mrs. James J., Boston.
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 Richardson, John, Readville.
 Richardson, Mrs. John, Readville.
 Richardson, Mrs. M. G., New York.
 Richardson, W. L., M.D., Boston.
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 Rogers, Henry M., Boston.
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 Russell, Wm. Eustis, Boston.
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Young, B. Loring, Weston.

SYNOPSIS OF THE PROCEEDINGS OF THE ANNUAL MEETING OF THE CORPORATION.

WATERTOWN, November 4, 1931.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Mr. Robert H. Hallowell, at 3 P.M.

The proceedings of the last meeting were read and approved.

A draft of the annual report of the Trustees for 1930-31 was received. It was

Voted, That the President appoint a committee of two to consider the report and to report to the Executive Committee and that the Executive Committee be authorized to print it, with such additions and amendments as it sees fit, as the report of the Trustees, with the addition of other matters of general interest to the work.

The President appointed Mr. Albert Thorndike and Mrs. George T. Putnam to read the report.

The report of the Treasurer was presented, accepted and ordered to be printed, together with the certificate of the Certified Public Accountant.

Voted, That acts and expenditures, made and authorized by the Board of Trustees, or by any committee appointed by said Board of Trustees, during the last corporate year, be and are hereby ratified and confirmed.

The corporation then proceeded to the choice of officers for the ensuing year, and the following persons were unanimously elected by ballot:— *President*, Robert H. Hallowell; *Vice-President*, G. Peabody Gardner, Jr.; *Treasurer*, Albert Thorndike; *Secretary*, Gabriel Farrell; *Trustees*, William Endicott, Paul E. Fitzpatrick, G. Peabody Gardner, Jr., Henry

Hornblower, Ralph Lowell, Miss Maria Purdon, Mrs. George T. Putnam and Leverett Saltonstall. The President reported, and the meeting confirmed, the appointment of John Montgomery, Certified Public Accountant, auditor of the accounts of the institution.

On the nomination of Mr. Albert Thorndike the following persons were elected to membership in the corporation:— Mrs. Robert H. Hallowell, Mr. and Mrs. Gabriel Farrell.

The Hon. Robert Luce asked for information regarding the Howe Memorial Press and its attitude toward sharing in the production of braille books, authorized by Congress through the recent grant of \$100,000 for that purpose.

The Rev. Edward C. Camp suggested that some effort be made to make the meetings of the corporation of more practical value and to permit the members of the corporation to feel a larger sense of responsibility. There was some discussion on these points.

Due to the fact that the printed notice of the meeting did not state fully the proposed revision of the By-laws, it was not possible to act upon this matter. It, therefore, was put off until a special meeting of the corporation, with adequate notice, could be called.

The meeting was then dissolved.

EDWARD E. ALLEN,
Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
WATERTOWN, November 4, 1931.

LADIES AND GENTLEMEN:— The outstanding events of the year were the retirement of Edward Ellis Allen as Director and the election of Gabriel Farrell to take his place; the retirement of General Francis Henry Appleton as President of the Corporation and the election of Robert H. Hallowell as his successor.

In February the Trustees made the announcement of Dr. Allen's retirement in a circular, as follows:

“Mr. Allen taught at the Institution from 1888–90, and in 1907, after a successful service as Principal of the Pennsylvania Institution for the Blind at Overbrook, returned to the Perkins Institution as Director. Thus he has been the active head for twenty-four years. During this period it is not too much to say that the Institution has been entirely remade, with new and beautiful physical equipment, and with a constantly more effective standard of teaching, of administration, and of service to the blind. In all of this progress Mr. Allen has been the source of leadership and of inspiration. It is not possible to enumerate all of the permanent contributions he has made to the science of the education of the blind. But in this field he has been a pioneer, emphasizing the many sides of the need, physical, mental, artistic and spiritual. As author, founder of, and lecturer at, the Harvard course for educators of the blind, administrator, and teacher, he stands foremost in his profession.

For all this the Trustees express their gratitude and admiration. Especially they desire to record their feeling for Dr. Allen as a man and as a friend; unselfish, tireless, he has given of himself to the very limit. To work with him has been a privilege. He retires with the affection of everyone connected with the Institution.

“In recognition of these services the Trustees have elected Mr. Allen Director Emeritus, with the hope that in the years to come the Institution may be helped by his counsel and assistance.”

Mr. Farrell took office on July 1, 1931.

At the meeting of the Board of Trustees, on the fifth day of January, 1931, the following memorandum was unanimously adopted:—

“To the great regret of all connected with the Perkins Institution, General Francis Henry Appleton, at the November meeting of the Corporation resigned as President, an office held by him for thirty-two years. The Trustees wish to record their appreciation of the value to the Institution of this long and faithful service.

“General Appleton leaves his office carrying with him the sincere friendship of each and every one of the Trustees and officers. They wish to thank him for his never-failing helpfulness, courtesy and kindness, and for the pleasure they have enjoyed through association with him.

“*Voted*, That this memorandum be spread upon the records and a copy sent to General Appleton.”

The academic year 1930–31 opened September 15 and closed June 17.

The year has been one of close cooperation and community feeling; and this has had its reward in satisfactory routine

classwork throughout. An innovation in one department — the manual training of the boys' upper school — has made a happier season for its head, Mr. Mabey, than he seems able to recall out of his 40 years of teaching for us. He had been seeking latterly a means of satisfying a growing element among his pupils for whom pure manual training as distinguished from industrial training, did not suffice. Mr. Andrews, the boys' Principal, had brought from a visit to the Chicago Lighthouse the intense desire to meet this restless condition among his striplings, and when Mr. Allen proposed to make trial somewhere of what he had just observed as successfully carried out with boys of 16 and 17 in the residential schools of England, both these instructors were so eager for it at Watertown that, selecting six youths who seemed equally eager because tired of schooling, they started in.

The trial was to see if a special group of boys could continue to work five or six hours a day at one thing; that is, be content under industrial conditions, when the atmosphere in which they lived and moved was academic. The answer is yes, when and while all the conditions are made and kept favorable. Of course older pupils remaining after graduation for the definitely vocational pursuits of piano tuning or piano teaching have succeeded in applying themselves long hours at a time, even as have girls specializing in domestic science; but here the career motive could be depended on to keep the conditions favorable.

Always when school resumes after the Thanksgiving recess, the revival of carol singing begins in preparation for the usual Christmas concerts. This period of about three weeks is perhaps the gladdest of the year. However, for a school chorus to sing with the perfection Mr. Gardiner demands and gets, means hard work for teacher and taught alike. The concerts

at the school and those in Jordan Hall, Boston, make for a public appreciation of what blind youth under proper training can produce for the pleasure of themselves and others.

When on a day in April Prince and Princess Takamatsu of Japan selected Perkins Institution as a place to visit, and when nearly 100 delegates, mostly foreigners, after attending in New York City the World Conference on Work for the Blind, ended up a tour of inspection at Watertown we were ready and able to entertain them with mutual satisfaction. Japanese advanced students of special education who had recently spent many months at Watertown, while taking the Harvard course on the Education of the Blind, had both made exhaustive reports on their observations and introduced into their home schools of our sort the immediately applicable of our principles and methods. But only very recently had European educators of the blind visited America for serious observation and study.

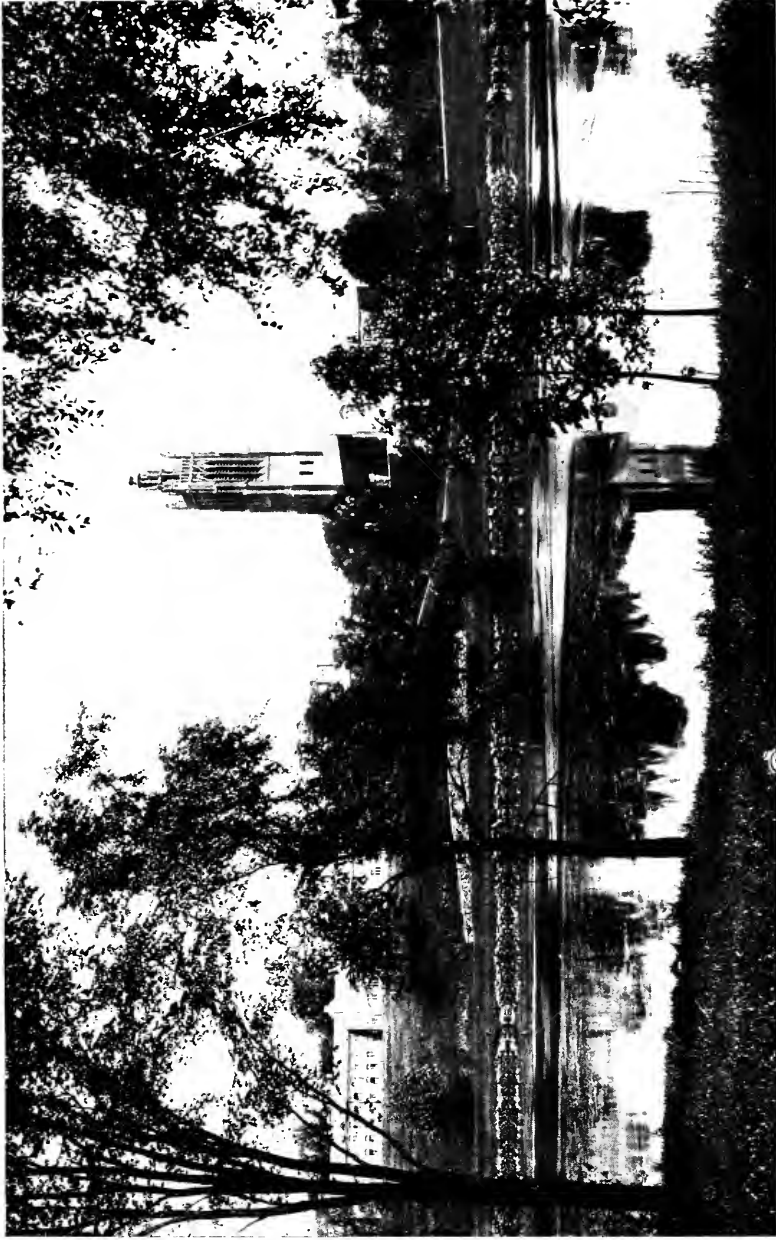
In 1926 the Director of a Swedish institution for the blind so honored several of our institutions, spending a week at Perkins; and year before last three Germans, doctors of philosophy, came on traveling scholarships. The one of them who had been directed to us by an official of the Institute of International Education, remained as a student of the Harvard course on the Education of the Blind. This official, when a Harvard student of Social Ethics, had spent an afternoon at Perkins.

For seven weeks this year Berthold Löwenfeld, Ph.D., Oberlehrer at the Jewish Institution for the Blind, Vienna, and Mrs. Löwenfeld, were our guests. He was alert and contributory, assisting by suggestions and talks to our students of special methods. He carried out a novel and revealing experiment in spontaneous expression through modeling by a few of our congenitally blind children. His advice as to

just what and how much of our pupils' activities would most interest the expected Europeans in their single day's survey we followed, and have reason to believe these visitors were pleased.

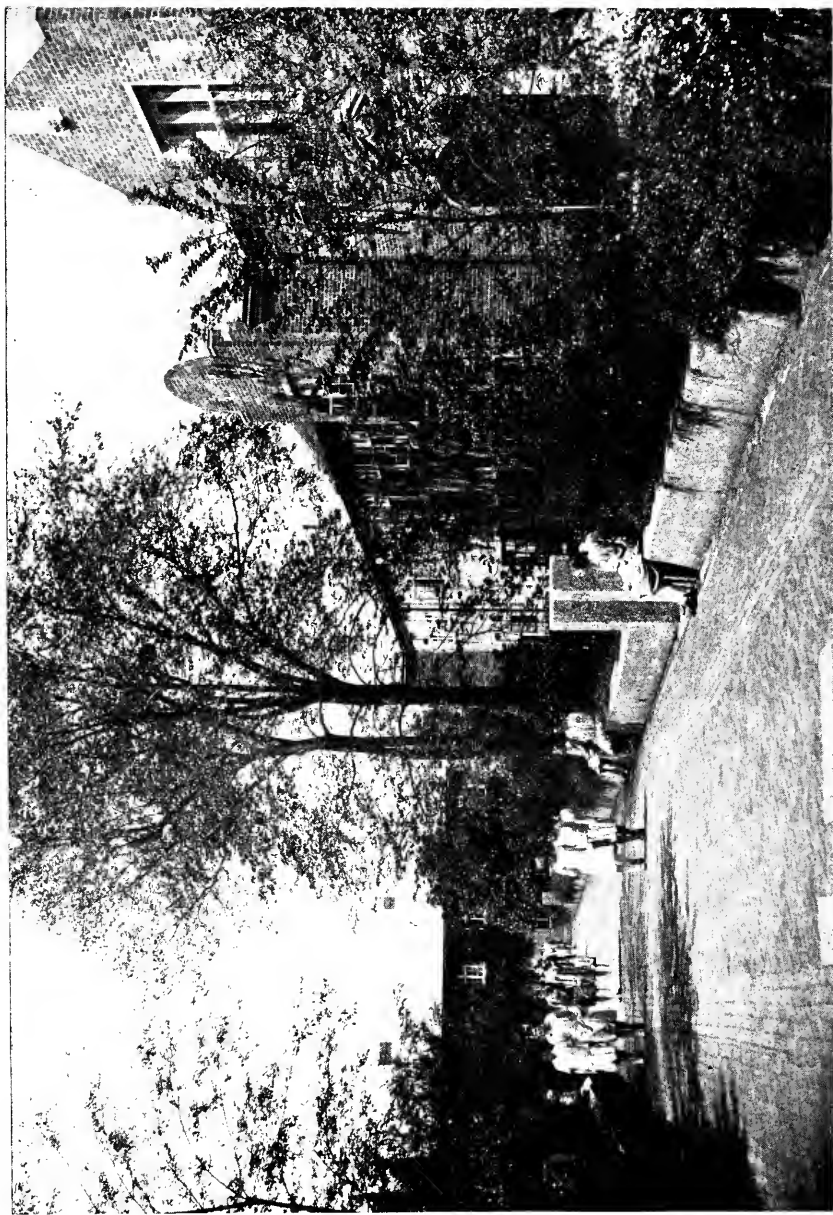
The unique feature of Perkins Institution being its family system the Watertown staff arranged to keep for a day and a night the 97 delegates who came. By sleeping the 80 boys of our four upper school families in the gymnasium on cots lent by the American Red Cross, they learned what dormitory provision might be, and by distributing most of our guests to sleep in these boys' and other vacated rooms, and all of them in groups of eight to eat in each of the twelve cottages, we made them participators in the family plan of living, so that while at their meals with the pupils and the teachers they could not but note that central feature for bringing about the maximum daily contact between pupils and teachers, upon which Perkins Institution places most reliance for community socialization and good breeding. During the one day, and especially at the next day's luncheon, which Boston's Mayor gave at the Copley Plaza, several of these delegates spoke to your President of their admiration for the Perkins family plan; but others subsequently made the criticism that the cozy and pretty environment it furnished, particularly the large living rooms, would be likely to make many a pupil dissatisfied with the conditions of the home to which he must inevitably return; also that the small self-sufficient cottage system must be very expensive.

On learning of this not unnatural criticism Mr. Allen explained to his guests in his second after-chapel talk — his first had been what to note in the family plan — that because the arrangement was essentially a contributory one, every member participating in the daily housework chores, the pupils were waited upon far less in this self-help system than in the



Perkins Institute, 1913

Howe building and Brooks cottage from across the Charles River.



Perkins Institution, 1928

Girls of the upper school in their close in free time.

more unlovely institutional or congregate one; and so while being educated in how to live as acceptable members of their families at school, they were being prepared to lead happier lives at home or wherever they might reside.

As for the small family plan's being more expensive, while it was so in original construction, in upkeep and in requiring more matrons and cooks, it was actually less costly in the large item of food, not only on the theory that in the small group more of the food purchased is consumed and less wasted than in the large group but also that in practice we found this to be the case when we compared the cost of provisioning the boys' school in a single dining room at South Boston with that of provisioning the same boys and the same teachers purveyed to by the same steward, distributed in four dining rooms at Watertown. But even though the total cost is somewhat more now Mr. Allen would recommend the family plan anywhere for promising pupils, provided the staff of each family was always selected for its character and personality and for its belief in practising the principle: not how cheaply but how well.¹

Other demonstrations to our guests were a repetition in the afternoon of much that we had already done on Washington's Birthday before about 400 visitors, in the museum; the many varieties of classroom activity; and displays of other local agencies assembled in the central alcoves and aisles, including Eye Clinic, Nursery, Division, Association, Braille transcribing, National Braille Press, Howe Memorial Press, Visagraph, and such specialties of the school as might not be readily sought out, such as corrective gymnastics, corrective speech, psychology, Red Cross home nursing and first aid; swimming and diving in the pool, and gymnastic exercises, games and social and folk dancing in the assembly

¹ See "Why the Cottage Family Plan is a Good Thing," p. 47.

hall. In the evening we served light refreshments in the hall, converting the whole period from eight to ten o'clock into a "pop concert." Mr. Gardiner provided the music, which he ended with the singing of Graham Taylor's "Hiawatha's Wedding Feast." We also exhibited a moving picture of our special activities.

The international conference itself was the first of its sort ever had in America. It was held in New York City under the auspices of the American Foundation for the Blind, whose executive director, Robert B. Irwin, is chiefly responsible for initiating the enterprise and carrying it through.

The uncommon number of foreign educators of the blind visiting us this year makes us realize as never before that Perkins Institution has reputation and standing abroad as well as leadership at home. It has had but three directors in its 99 years, which fact has made for a continuous policy with cumulative results. Each of the executives has broadened his outlook through travel and study in the field of his vocation and, having been free to experiment, has not only shown visiting colleagues the application of many new appliances and of progressive methods but has also described them in papers and reports of which large editions have been sent out. The brief writings of Dr. Howe have always been original, sane and stimulative reading, and are the classics of the profession. They should be reprinted in a single volume. The more voluminous reports of Mr. Anagnos, savoring though they do somewhat of the closet philosopher, were nevertheless widely influential because he, on finding any good thing like the kindergarten, Swedish corrective gymnastics, sloyd, object-teaching material, and museums of blindiana literature, first introduced each into his school and inspired his teachers to make the most of all but the last; then he wrote of them in his reports. Mr. Allen brought to

his task with us not alone the teaching experience of the special classroom and the athletic field, and seventeen years' experience at the head of the Pennsylvania institution, but also his own philosophy and high ideals. While adopting the fundamental principles of both his predecessors he never hesitated to advance with the times. Having pursued child study summers at Clark University and practised it at Philadelphia, he early introduced psychological testing and faulty speech correction at Watertown and later opened his kindergarten department to experimental research. Having a tangible appliance museum at Perkins was his idea, as was putting to use Mr. Anagnos' special reference library of blindiana. Without access to those collections Harvard University could give no such academic and systematic course as NI, the Education of the Blind, and without that course the old Perkins principles and the new Perkins spirit would not have waxed dominant at home and would not have been carried by over a hundred student-teachers to affect the philosophy of similar schools in many states and countries. But it was Sir Francis Campbell in London, Mr. Allen's first chief, from whom he brought athletic sports via Overbrook to Boston, and from whom he acquired his belief in blind people together with his practice of constantly combating through public demonstration the notion that "the blind" are necessarily a class apart. The prevailing feeling of sentimentality toward all blind people he considers a chief reason for their continuous lowly classification and low public status. So he has labored to rationalize this feeling, which feeling is kindly, even religiously, meant, and has labored to transform it into the interest and sympathy which is no longer sterile but practical. To him an institution for the blind does not fulfil its function as a preparatory school for life itself if it limits its influence to its pupils. These pupils need to be

trained not simply for their own immediate benefit but much more truly for the lifting of public opinion touching blind people in general. The cause itself of the blind, therefore, he considers paramount, and he tells his pupils and his teachers so, bidding them never to forget that the blindness which excites pity is harmful; and that if his pupils want respect they can have it but can do so only by winning it.

The nearby colleges, Harvard, Radcliffe, Simmons and Wellesley, continue to send classes aggregating each year from 200 to 400 students. Public high or private school groups keep coming by arrangement, one of these last year arriving by bus from so far away as Northboro.

A gentleman who attended Dr. Allen's Harvard lectures last year, Prof. Read, head of the Department of Secondary Education of Boston Teachers College, personally brought two large classes of his young women, arriving for prayers and remaining all morning. They were seniors about to become teachers. Attached to this yearbook is the composite account which a committee of Prof. Read's second group made from the many descriptions its members had handed in to him.

Two boys and one girl who last year attended the Watertown High School daily from the institution did well, both socially and in their studies, as did the two boys who went daily to Boston University. Reports from our one boy and three girls who left at the beginning of the year to attend their home high schools and academies assure us that they too have held their own.

Since the times in which we are now living have told upon the general piano business, so they have affected the tuning of pianos. Numbers of our graduate tuners have lost their jobs, with the result that our vocational department of piano tuning has fallen from 20 to 5 or 6 students at a time. We

still keep in tune and in repair the pianos of Boston's school department.

Our industrial department at South Boston has done well. Indeed, the "sales" were 6% greater than in the previous year. This fact is due partly to the publicity occasioned when we moved into our new plant, partly to our having circularized potential customers and partly to our having run two trucks instead of one and sent them farther afield. All this has contributed measurably toward keeping our blind employees busy at their mattress and pillow making and renovating, and at their chair reseating. May we repeat here the fact that eyesight is not necessary for doing this kind of work well, though lack of sight in the workman does slow him down considerably; also that our charges for work and material are not higher than those of other reputable houses. The manager, Mr. Bryan, deserves credit for the year's achievements.

Our Howe Memorial Press, which experiments in improved appliances and which manufactures them for sale at cost or less, continues to supply the needs of many schools and of societies and individuals, occupied in brailleing by hand stories and other literature for finger reading. Ever since its beginnings in 1876 it has been a source of the many little supplies blind people want, like braille paper for writing, decks of playing cards made recognizable to the touch, and more recently special boards for checkers and interlocking dominoes. This press continues to furnish our music department with the scores it requires and our circulating library with the sundry braille books needed, also the experimental school, carried on at our kindergarten jointly by that department and the American Foundation for the Blind, with special books for class use.

The experimental school, or Department of Special Studies,

as it is sometimes called, now five years old, and Dr. Merry, its supervisor, should be highly praised for what it is accomplishing. It tests out means and methods in primary teaching, comparing the new with the old, and, after checking every step with care, reports results in papers contributed to conventions and to *The Teachers Forum*, and in separate booklets, not a few of them published for the service and betterment of all schools for blind children. It is a privilege for Perkins and it must be also for the Foundation to be able to make these contributions.

The Perkins library of embossed books, which has been a lending library ever since the 1830's, is one still, though by no means the largest. Its field is New England and it sent out last year 11,695 books, and circulated some 9000 more within the school.

Our Special Reference Library of literature relating to blindness and the blind numbers at present about 6,000 pieces, 5,293 being in English. Those in English have been catalogued in three parts, a vast labor, the last having been prepared by the present librarian, Miss Mary Esther Sawyer, and published in 1930. That this whole collection, which was begun under Mr. Anagnos before 1889, is as full and rich as it is, especially in ancient lore and foreign literature, is due chiefly to the researches of the late Prof. Alexander Mell, who since 1920 has been Director Emeritus of the oldest Institute for the Education of the Blind in Vienna. While director of it, which he was for over thirty years, he gathered together the invaluable blindiana library his former school owns and not only inspired Mr. Anagnos to assemble a similar one but collated germane matter for it and has continued until his death in September, 1931, to supply us duplicates at cost.

Of the year's Harvard and Special Methods class of 15 it need only be said that 12 have received posts and are teach-

ing; also that Mr. Allen begs to acknowledge his indebtedness for lectures to Edward M. Van Cleve, principal of the New York Institute for the Education of the Blind (Prevention of Blindness, and Sight-Saving), Miss Lucy Wright, formerly general superintendent of the Massachusetts Commission for the Blind (Some Aspects of Social Work), Lady Francis Campbell, formerly of London, England (The Royal Normal College for the Blind), Arthur Sullivan, Esq., formerly director After-Care Department of Home Service of the American Red Cross (Rehabilitation), Robert I. Bramhall, director Massachusetts Division of the Blind (The Protected Shop), Miss Florence Birchard, placement agent Massachusetts Division of the Blind (Placement), Miss Ida Ridgeway, Massachusetts Division of the Blind (The Eye and its Diseases), Fred V. Walsh, Massachusetts Division of the Blind (Associations for the Blind), Francis Ierardi, Massachusetts Division of the Blind (Relief), Miss Lillian R. Gar-side (The Early Problems of Home Teaching).

While the Harvard course affords a systematic and essential background of knowledge of the history and progressive movements in behalf of the blind, the "special methods" work which becomes intensive in February, when the Harvard course ends, and continues to the close of the school year, gives actual and valuable training in the instruction of blind children. With the schoolrooms as their laboratory and with Miss Jessica Langworthy as their inspiring leader and counsellor the young people comprising the class put into practice the theories they have acquired until they can satisfy their teacher and are themselves assured that their methods of instructing blind children are right in principle and action.

Miss Call, the Eskimo young woman who spent the past two years at Watertown, preparing to teach, writes from Tanana, Alaska: "At last our Little Perkins has been quite

well started. . . . I love every minute of my work." And Señorita Cortes, a member of the class with Miss Call, writes from Mexico that she has been put in charge of a little school for blind children there.

Again in July, 1930, for the fourth time, Principal Edward M. Van Cleve of the New York Institute opened its doors to selected pupils from other kindred schools for a six weeks' summer course, and two Perkins boys were able to take advantage of the opportunity. This is, indeed, a real privilege, giving to these young people enough regular school work to keep them in the habit of study or to wipe out possible "conditions," together with a healthful change of environment and all the delights of staying in a big city new to them and of visiting historic sites or such marvels as the Statue of Liberty and the Empire Building.

"Tad" Chapman, our deaf-blind pupil from South Dakota, has passed a profitable year. As before reported, he had been well grounded by special expert teachers of the deaf, both in speech reading by touch and in articulation. He had already learned braille. Our special teachers have now taught him finger spelling, which provides him an additional means of communication, — one that is rapid, precise and sure. So he has greatly increased his vocabulary and, through the handling of our many articles for object teaching and our multitude of appliances, has advanced normally in understanding.

Two of the teachers who resigned in June had served this school long enough to deserve special mention. Miss Lizzie Kinsman, a boys' grade teacher of excellence, had always been willing and glad to lend her eyes for many out of school hours to any one who needed them, and resident pupils taking advanced courses elsewhere never called upon her in vain. Miss Grace M. Hill, sometime teacher of geography, Esper-

anto, and nature study to our upper school girls, taught not only inspirationally but also with an originality and a consecration which won her pupils completely.¹ There has also resigned Miss Mary K. Moffitt, an official whom everybody at the institution for the past twenty-five years will remember for her kind ways and general interest.

We record with deep feeling the severance of the official tie between our kindergarten department and Mrs. John Chipman Gray, who entered the Ladies' Visiting Committee in 1891 and became the president of that Board in 1905. A year ago she yielded to a successor the active management which the presidency demands, becoming Honorary President, and this year by her own wish her name, for the first time in forty years, has been omitted from the roster of that Board. Words cannot express the value of the service which she has rendered to the younger portion of our school, her devotion to its interests, her personal regard for every member of the several households.

Mr. Allen reports that his final year as Director has been singularly blessed in the loyalty and affection of his office staff and other assistants. Indeed, as he looks back over the years he finds that he always believed in having most of his teachers resident, since they by living with the pupils could and did the more exert upon them that unconscious tuition of personal character which is the chief opportunity of the teacher of children.

Our home visitor, in spite of an accident which interrupted her visits for some weeks last fall, made this year 661 calls in connection with her duties. These are: to be connecting links between the institution and its pupils, past, present and future. Liaison officers of the right sort, as our Mrs. Gleason is, become invaluable. Through personal calls she straight-

¹ See articles on Nature Study, pp. 43 and 46.

ens out little and large matters of misunderstanding between the school and the home, which official letters often fail to accomplish. In this way she has brought back to school many a pupil who needed to be there. Then, by explaining to prejudiced parents of a blind child what Perkins Institution stands for, and perhaps through inducing the mother to visit Watertown, she brings in pupil after pupil who otherwise might grow up without training. When she learns of a blind baby within her territory she visits and revisits time after time the home and tactfully shows the mother how to treat it in its pre-school years. She visits former pupils also, gives them the Perkins news, together sometimes with suggestions for improving their own condition. She reports that many of these people at home await her annual call, as they await the coming of the new braille periodicals, "The Weekly News" and "Our Special", and that is, with an eagerness that is good to see. While in a town she invariably inquires about everyone there who is blind or who because of eye trouble may be suffering needless injustice. She talks with the local doctors, clergymen, teachers, welfare workers and district nurses, and often has the chance, of which she makes the most, of planting the right ideas concerning Perkins and its beneficent work. Indeed, this last mentioned function of hers is by no means the least in importance; for it makes friends for the school and the cause the school stands for, who often become tremendously worth while. Mr. Allen is sure that the service Mrs. Gleason renders to Perkins far exceeds the cost of it; and he reports so fully here, trusting that other institution executives reading this tribute will be able to employ a home visitor like her.

On the first of October, 1931, there were registered at Perkins Institution 312 blind persons, or five more than the number listed just a year previous. This enrolment includes

82 boys and 73 girls in the upper school, 61 boys and 58 girls in the lower school, 18 teachers and officers and 20 adults in the industrial department at South Boston. There are also three resident pupils of the Harvard course on the Education of the Blind. There have been 60 admitted and 55 discharged during the year.

Our medical department has kept the health of our people good. We record with deep regret the loss of one of our young pupils, Rose E. A. Hawkins of Providence, R. I., who died May 7, 1931. She was a bright and interesting pupil, who is greatly missed by her classmates and teachers. Another little pupil who had recently entered our school, Thelma Marcotti of Somerville, Mass., died during the summer vacation (August 19, 1931). She was a promising little pupil who had endeared herself to all during her year at this school.

Causes of Blindness of Pupils admitted during the School Year 1930-1931. — Ophthalmia neonatorum, 7; Optic atrophy, 5; Optic atrophy, traumatic cataract and iridocyclitis, 1; Optic atrophy and aniridia, 4; Congenital optic atrophy, 10; Optic atrophy and congenital cataract, 3; Congenital cataract, 1; Congenital amblyopia, 3; Congenital coloboma and disorganized globe, 1; Albinism, 2; Retinitis pigmentosa, 1; Choroidal atrophy, 2; Chorioretinitis, 1; Ulcerated keratitis and disorganized globes, 1; Disorganized globes, 3; Corneal opacities, 1; Iritis, 1; Iridocyclitis, 1; Anophthalmitis and buphthalmos, 2; Buphthalmos, 2; Leucoma corneae, 1; Disseminated choroidal atrophy of retina and nerve, 1; Choroiditis, 1; Accident, 1; Sympathetic ophthalmia, 1.

DEATH OF MEMBERS OF THE CORPORATION.

HENRY SALTONSTALL HOWE; Mr. and Mrs. EUSTIS P. MORGAN; Mrs. E. L. OSGOOD; GEORGE S. WRIGHT.

All which is respectfully submitted by

WILLIAM ENDICOTT.
PAUL E. FITZPATRICK.
G. PEABODY GARDNER, JR.
HENRY HORNBLLOWER.
RALPH LOWELL.
GEORGE P. O'CONOR.
MARIA PURDON.
OLIVE W. PUTNAM.
WILLIAM L. RICHARDSON.
LEVERETT SALTONSTALL.
HENRY K. SHERRILL.
LUCY WRIGHT.

MUSEUMS FOR THE BLIND.¹

A museum, originally a temple dedicated to the Muses, became later a building devoted to the collection, preservation and exhibition of the works of the Muses, as of rare and instructive articles in the arts and sciences. Such a museum was and is for the general public. According to this, a museum for the blind would be a similar institution for the use of the public who are blind.

No such museum exists; nor is it likely that one will ever be gathered together.

There are, in our field, however, two restricted museums distinguished as follows: the first, as being collections of object-teaching material for tactual instruction; and the second, historical collections of material having to do with studies about the blind, and with labors for the blind or by them, such as special books and pictures on blindness and the blind or tangible apparatus for the use of and by blind people.

Fundamentally important as tangible objects may become to school children who cannot make use of visual instruction, I shall treat but lightly of these tri-dimensional picture-books and shall expand rather the significance of our historical collections proper. These are what the Germans term "Blindenwesen" and we "blindiana".

Now all of you, my hearers, will not be equally interested in each one of the five departments into which the French have scientifically subdivided their Musée Valentin Haüy. Mr. Eagar, Secretary of the Committee on Personnel and Program of this conference, in assigning to me the subject "Museums for the Blind" would like to have emphasized the value of an historical collection of appliances and other instrumentalities invented for the education and use of blind people. Obviously, however, I must do more than simply refer as above to the various definitions and scopes of the existing museum collections. I must expand each of these and even try to indicate somewhat the degree to which each sort of collection meets the end it is intended to serve.

¹ Paper written for the World Conference on Work for the Blind, New York City. April 13-30, 1931.

A museum, as already said, is a collection of materials displayed for a definite purpose; or it may be the building in which the collection is housed. Berlin has such a building, the major part of which is given up to articles from the world of the blind. Boston likewise has its museum building, part of Perkins Institution, also of two stories, confining its upper story, as it does under double lock and key, to specially made pedagogical appliances of the past and to table games, pictures and casts, while it displays to the visiting public in its lower story cabinets of school object-teaching material for actual use by its present pupils. Its special reference library on blindness and the blind is housed elsewhere. Paris devotes a room or rooms in its Association Valentin Haüy building to its Musée, as does Vienna in its state school, to its blindiana collections. In 1909 I saw these Continental exhibits and admired them and I then and there brought home the nucleus of our present miscellany of tangible apparatus. More recent visitors tell me that all three of the great European museums have amassed such a wealth of material that they have outgrown the limitations of available space. The only lesson that people having propensities for museology need learn from this is that either they must envisage in advance the devouring space requirements of such indulgences or narrow their scope. Let me illustrate from American university experience. Enthusiasts once started a social museum at Harvard. But after a few years of collecting everything from the fast expanding science of sociology, they were compelled to display only illustrations of housing for the poor and for the atypical classes of society. Yet even now students are said to give it only spasmodic use. The professors of the Department of Social Ethics, for example, find it decidedly more worth while to take all their classes to observe uncommon institutions at work. Each fall they bring about one hundred students to spend a whole afternoon at Perkins Institution, where we welcome them for our own as well as for their benefit. The fullest possible museum of dead and laid-out materials, including the literature of the subject, even if used for months together, will make a less vital impression upon the average college student than a single hour of conducted visit to the living museum of the actual thing in operation.

Notwithstanding this, the special museum has its invaluable place, par-

ticularly if it is historical. The thorough and ambitious student must needs know how things were in the past and so be able to contrast them with what they have become. He learns important lessons through studying all the stages of development in between. In imagination he can raise dead material to life again and thus the better comprehend the living present. So special museums are needful. Every specialty should install one or more of them, make access to them easy and invite their use. At this point let me state categorically that while some of us over here may mean by "museums for the blind" mere collections of stuffed animals and other specimens for object study, most Europeans would exclude these as they would exclude embossed books for class study, saying as they do that such things are tools indispensable to school instruction. I observed in every institution for blind youth of the German-speaking countries visited, great roomfuls of object-teaching materials, and was assured that their elementary teachers could not get along without them. I am told now that they resort to this still life material only when they cannot provide the pupils access to things that are alive, and as far as practical in their natural habitat; that whereas formerly even domestic animals were killed and included, today all stuffed dogs, cats and barnyard fowls have been burned up and the children taken to feel these things while alive and capable of imparting the impressions other children get in the great museum of nature.

Very few American schools have gathered object-teaching museums, seemingly preferring to consider our pupils as children in the dark and therefore to teach them as closely as feasible according to the means and methods of our universal public school system. Indeed, some of our big cities prefer to conduct classes of their blind children in this vast melting pot. In New York City a fund exists for bringing its blind children to the public Museum of Natural History where, in care of their teachers, they are allowed to handle certain specimens. No doubt such visits are educational as well as enjoyable, but they are tiring and time-consuming and at least one local school for the blind admitted to me that it had utilized the opportunity regularly once.

Dr. Howe gave Perkins Institution no such collection, and yet his older pupils, because of frequent contact with living things at home,

didn't seem to lack a fair understanding of nature and geography. And Dr. Hayes, who now heads the psychological department of two of our institutions, appears to show in his American Association of Instructors of the Blind convention paper in 1922¹ that the older of the students in the several schools examined had somehow acquired approximately correct concepts of things. But the European born and bred Anagnos, soon after becoming director began assembling his object-teaching galaxy and had his teachers make systematic use of it. We have done so more or less unto this day, but spasmodically and according to the alertness and the thoroughness of individual instructors. Obviously all teachers of primary reading should put into their children's hands immediately every object needed in order to clarify and vitalize the lessons — as a stuffed squirrel, to illustrate (we'll say) what is meant by a bushy tail. Similarly, teachers of geography can rarely so adequately explain any foreign product as through showing actual specimens to their pupils in substitution for the pictures that the textbooks provide for other children. If, as a Chinese saying has it, a picture is worth ten thousand words, then it follows that three-dimensional objects would seem to be indispensable for blind pupils if the spoken or read word is to be made related to experience.

Now for the historical museums on blindness and the blind — that is, material collected and systematically arranged, labeled and exposed specifically for study of the subject of blindness and the blind; in other words, blindiana material proper. This may be, *first*: texts and other literature about or by blind people, such as the history of their education, and complete sets of reports of schools, associations, conventions, etc.; also argus-eyed newspaper clippings on any or all departments of public or private provision for the blind, since these items about the doings of blind persons are what the public is interested to read; *second*: albums of pictures of the blind in all walks of life, or galleries of tangible replicas of monuments to celebrated individuals who were blind; *third*: congeries of so-called tangible apparatus — special appliances and embossed types for finger reading made for them or by them. The four great museums have all three of these departments represented in more or less complete-

¹ Preliminary Study of the Influence upon School Success of the Age at which Vision is Lost.

ness, particularly of local material. The blindiana museum I know best was born of a visit by Mr. Anagnos to Vienna in 1900. He being a philosophical student of his subject and desirous of writing on it, the Museum des Blindenwesens stirred him to have one of his own. Anyway, he gave Director Mell a *carte blanche* order to send to Boston a duplicate copy of any picture or plaque and of every book in any language, bearing upon blindness and the blind; and he also opened accounts with book dealers in Leipzig, Amsterdam and London. The desired material soon began to arrive fast and furiously. Fortunately Mr. Anagnos had so worded the scope of his Howe Memorial Fund that it could be applied to the purchase of any blindiana either tangible or intangible. How happy he must have been that he had had such vision! His boys' principal instructor became agent, his newly appointed librarian, curator; and in 1907 there was published a catalog of 197 pages of this literature in English, comprising as it did the major part of the Perkins Special Reference Library on Blindness and the Blind. Mr. Anagnos' successor, catching his spirit, continued collecting and in 1916 issued supplement No. 1 and in 1930 supplement No. 2 — a total of 462 pages.

Prof. Mell continues to send over germane literature. We possess this literature in nineteen languages, but have so far published only catalogs of that in our own tongue, exactly as the lists of Continental Europe are confined to literature in their tongues, and I have discovered in them very few translations. No work for the blind has yet shown itself so cosmopolitan or international as it should be. Our collection had grown large before much use was made of it; for until 1921 it was mostly dead material awaiting the resurrection day. Then my Harvard course on the Education of the Blind began, which by means of this special reference library could be and ever since has been carried on academically and systematically. Without it there would have been no such Harvard course. To date 135 student-teachers have read widely in this literature, under tutorial guidance, and have carried into their teaching at home or abroad admiration and respect for their profession such as they could have gained in no other way.

Some psychologists have described this library as the literature of opinion. It is so; and for that very reason the more truthfully mirrors

the emotional and sentimental growth and development of our subject. Were it limited to books in English made factual through research and by means of the measuring stick it would be no library but only a little shelf of a dozen or twenty books. While Dr. Best, the author of "The Blind," America's compendium on the subject, praises this library for its fulness, he writes that he himself made little use of it, but admits that he gave all his spare time during eight years, hunting up his wealth of data in some score of general libraries in this country and England.

Now it is both to save just such labors for which few Americans would have the patience, and to encourage more and more people to become students of our subject that museums of this sort become invaluable. Without access to them many of the contributors to Mell's *Handbuch des Blindenwesens* could scarcely have written their articles. Without such access heads of schools and of agencies would seldom be able to make adequate reply to the many questions asked them. There is a relatively small collection at the University of California, one in the Pennsylvania Institution at Overbrook and one at the American Foundation for the Blind, in New York City. Each of these subserves some definite purpose. Possibly there are others elsewhere. But not even every German, Austrian and Scandinavian institution has more than a minor collection. It does have that, however, since every teacher there must be conversant enough with the history and other literature of his profession to be able to pass a stiff examination in it. A great day will shine upon American education of the blind when every one of its teachers shall similarly acquire a professional state of mind toward his work. It is one of the tragedies of blind youth as we know it that their would-be educators and teachers assume office so lightly and at the expense of these pupils while at their most impressionable stage of life.

Concerning the profound effect of a conscientious use of a research museum, my invaluable assistant in the training of teachers, Miss Jessica Langworthy, writes:

"As I look back thirty-nine years to the time when I began teaching blind pupils, it seems to me that there was very little of the professional attitude on my part; nor was such asked or even encouraged. Here was

a subject to be taught;— here was a group of pupils. The business of us teachers was to teach the subject, to fill up that ‘inclined plane of little vessels, then and there arranged in order, ready to have imperial gallons of facts poured into them until they were full to the brim.’¹

“As teaching, it was not unsuccessful. I enjoyed it; was fresh from a college atmosphere; and had bushels of brand-new shining theories which had not been worn down through use. On the whole, I think the pupils enjoyed their work. They still tell me that they did. But even had I then been professionally inclined I could have found little material for study; and no one at Perkins felt that more was necessary to teach in our schools than normal or college preparation. Naturally I fell in with the idea.

“Mr. Anagnos had not yet begun collecting the books and other material, which now form our unique collection of blindiana. Even after it was begun it did not seem to mean much to the practical side of our teachers’ lives and occupations. I remember browsing rather wistfully among the books as they came in, wishing I knew something of their contents; but they were soon hidden away in a remote corner of the library and for the most part were ‘out of sight, out of mind.’

“When the school moved to Watertown and the collections were adequately and attractively housed and access was actually invited, I began to study them more. But only during and after that first series of lectures at Harvard, which someone aptly named a ‘protracted convention,’ was there much purpose or interest in a study which still seemed remote. Shortly after this series of lectures, Superintendent Wampler of the Tennessee School for the Blind asked for instructors who could give summer courses on the Education of the Blind at the George Peabody College for Teachers, Nashville. The opportunity was given to and accepted by our kindergartner and myself. In preparation I read, studied and wrote literally night and day, growing more fascinated hourly with the research. Our then librarian aided me with suggestions in the choice of books and other duplicate material which I took in a huge box with me for my pupils’ study. Mr. Allen had wisely insisted from the start that such courses must not be mere lectures, when the ‘imperial gallons of facts’ were to be outpoured, but laboratory courses in which the students

¹ Charles Dickens, “Hard Times,” Ch. I, page 2.

were encouraged to delve for themselves and reach their own conclusions. My eighteen Peabody students were enthusiastic, receptive young teachers already in service. They were an inspiration to guide, and afterward were sincere in their professions of the uplift the course had been to them. The biggest part of this uplift came from the Perkins material to which they were given access, and in which for the first time in their lives they could revel. They found out that the education of blind children was a bigger thing than they had before conceived. At any rate my own outlook broadened immeasurably through my continued study and teaching at both Nashville and Watertown.

“Meanwhile the ‘Harvard Extension’ course had broadened into a regular course of the Harvard Graduate School of Education. I took it, using the credit it brought as one step toward my degree of Ed.M., thus combining general and special methods in education. When a ‘Special Methods’ course in the theory and practice of teaching blind children was to be begun at Perkins, I was invited to become its leader. I accepted with alacrity and have pursued the work with increasing joy. It was a new thought, a pioneer work in education of our kind. We wished to give many American teachers of the blind the professional attitude toward their tasks. We wanted them to feel that they were not teaching arithmetic, or what not, to a group of children, but were educating them to live better, fuller, more efficient lives. We wanted these teachers to understand, as far as is humanly possible, what blindness means in a child’s life, in what ways it sets him off from other children and handicaps him; also wherein lie his best abilities and strong points, and how we can cause him to take advantage of them. In short, we wanted them to be not mere teachers of this or that, but educators who are not teaching children how to live at some future day, but are helping them to live full lives today, — are setting little plants into favorable soil, that they may live and grow all the time, — are not teaching learners but guiding them and fitting them wisely and vigorously, and also understandingly for the sterner competition outside of school walls. In such education the teacher is not dominating the situation, but is providing the proper conditions, — the material, the interest and the inspiration, — and encouraging the child to develop according to his ability and his bent.

“This is the brief story of how one teacher thinks she has grown toward being an educator. It is in truth the story of how our museum with its blindiana collections has inspired me to obtain a broader professional vision. Our collection gives us the stories of the tentative beginnings of the work, its struggles toward recognition as a worth-while undertaking, its gradual growth toward efficiency, largely through trial and error, and the honest efforts of many conscientious persons trying to find solutions of the thronging problems. It shows us the vast and pathetic need of the adult blind, — so much more to be commiserated than the children; and leads us to reconsider and labor for the most helpful effort of all, — prevention of blindness. This and much more the museum has meant to me.”

I have here cited the service to teachers as typical. Its use to students and executives of other phases within our field might be made quite as vital.

Coming now to our collection of pictures, most of which are of the blind as street musicians and mendicants, a study of them shows how universal and common these occupations have been. Even today the typical beggar is pictured as blind. “Give a penny to Belisarius” is proverbial. Those of us who persist in begging for blind people might acquire merit from collecting such pictures as a museum hobby. Finger examination of a lot of busts and plaques of people and scenes from blindness would even bring encouragement and enlightenment to those students whose eyes are closed.

Lastly, what about collections of so-called tangible apparatus and correct data as to the time, place and occasion of each? The museums for the blind at Paris, Vienna, Berlin and Boston include them; and to the casual observer they are the most interesting of all blindiana. They may be arranged to exhibit the ingenuity of man to provide ever better means for overcoming certain handicaps of blindness. This department at Paris is said to be especially full in the history of embossed types. Mine has a multitude of different devices or machines with which to write in braille, or of slates to relieve our pupils' minds of mathematical computation; but more than anything else of ways for the blinded person

to keep his lines straight in pencil correspondence. What an instrumentality for conserving to other uses the inventiveness of hundreds of kindly people it would be if they could learn from a single visit to a museum of such articles that there is nothing really new under the sun.

The National Institute for the Blind, London, which already owns a considerable collection of pedagogical and entertainment devices, announces that it is about to establish a museum of them for continuous and permanent demonstration, and that it is even now seeking additional specimens for a temporary loan exhibition. This is a most worthy project; let us hope that all the world will contribute.

“Museums for the blind,” then, by which term I now mean blindiana or Blindenwesen, serve to promote investigations in the field of blindness and to direct the amelioration of the lot of blind people. Such a museum is undertaken on the assumption that the most immediate need of students concerned with this question is not merely enthusiasm or sympathy or self-sacrifice or money, but wisdom, discretion, the scientific interpretation and comparison of facts; and this application of the inductive method may be encouraged by setting before the student in graphical illustrations the evidences of progress in various countries and putting at his command the fund of experience accumulated in various parts of the world.¹

EDWARD E. ALLEN.

¹ This last paragraph is borrowed with adaptations from “The Social Museums as an Instrument of University Teaching,” by Prof. Francis G. Peabody, Cambridge, 1928, p. 3.



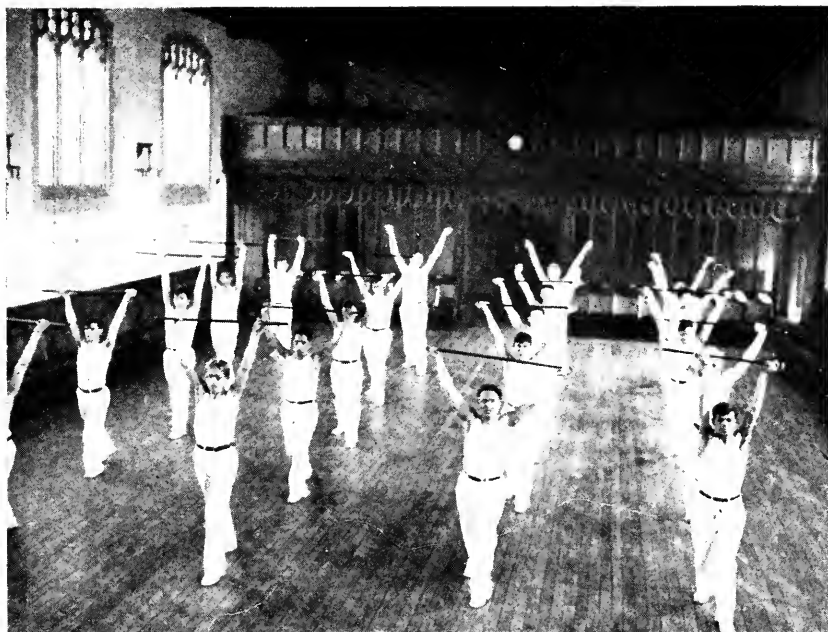
Perkins Institution, 1931

Kindergarten boys broadcasting: a project in Oral English.



Perkins Institution, 1929

Primary girls on the bars in Colby Gymnasium.



Perkins Institution

Wand drill given by upper school boys, February 23, 1931.



Perkins Institution, 1929

Primary boys with their Rhode Island Reds.

ITEMS FROM VARIOUS SOURCES.

OBSERVATION AT THE PERKINS INSTITUTION.

A Composite Report of a Visit made Friday, April 10, 1931, by the 33 Girls of Section I of the Junior Class of the Teachers College of the City of Boston.

(Printed here by their and their instructor's permission.)

The world is made up of many kinds of people, — rich and poor, gifted and ordinary; but no matter what our other faculties may be, all of us were intended originally to be enriched with five senses: sight, hearing, touch, scent, and taste. When any one of these five senses is taken away from us, especially either of the first two, we feel that no matter what else we may possess, we are impoverished. So when we see one who has been bereft of one of these senses, our first reaction is a feeling of pity and perhaps of thankfulness that we ourselves are not as the one who arouses such a feeling. But we, Section I of the Junior Class of the Teachers College of the City of Boston, have learned, because of our visit to the Perkins Institution on Friday, April 10, 1931, that it is not pity which we should feel most strongly as we see those whom we usually consider unfortunate, but rather admiration and a desire to help them in their endeavor to overcome their impediments, which are only obstacles causing them to change their course, but not to give up in utter discouragement.

The life of these handicapped but not unfortunate children at the Perkins Institution is made a bit more pleasant by the beautiful buildings, grounds, and other striking features. The Institution consists of a series of low buildings of red and yellow brick, with cloistered walks, Roman arches, and a beautiful tower which ascends one hundred and seventy-five feet into the air. Belonging to the buildings is a wide area of well-kept land, with grass, shrubs, trees, and well-paved walks. A

long entrance drive leads one to a towering edifice, the doors of which open on a long corridor, lined by showcases just filled with specimens of natural science, — a miniature museum in reality. The corridor, in turn, leads to the Chapel.

“Undenominational yet religious,” the words of Dr. Allen, director of the institution, characterize the Chapel service. The impressive hymn sung by the excellently trained boys’ choir, the hymn sung by the entire assembly, and the words of Dr. Allen supplemented by the Lord’s Prayer create an atmosphere of reverential awe, and serve as inspiration for the daily work of the pupils and teachers.

Ranking high as an impressive feature of our visit to the Institution is the attitude of cooperation, willingness and eagerness on the part of the pupils; the attitude of patience, understanding, friendliness and personal interest on the part of the teachers.

The size of the classes is very conducive to this atmosphere of informality, since small classes are more easily adapted to the study and treatment of individual differences. It perhaps facilitates, also, the application of modern principles of education which we saw demonstrated at the Institution. A psychologist tests the capacity of the pupils, and this factor is considered in shaping the courses for individuals. Attention is given also to physical defects.

To comply with the treatment of individual differences we find a curriculum very broad in its scope. The regular grammar school subjects, such as reading, writing, arithmetic, the subjects of higher grades, such as geometry, physics, manual training, and household science, give an idea of the diversity of subject matter. This large field allows for exploration and guidance, by means of which the intellectual pupils are encouraged to prepare for college, and others are given vocational training. Emphasis is placed on manual training of various kinds. The hands are trained as far as possible to take the place of the eyes. The aim of vocational education at the institution is the same as that of like courses in the secondary schools; that is, to give general training in many fields with some specialized training. The pupils are encouraged to specialize in particular fields, since the world demands specialists today. In the main, the curriculum emphasizes handicrafts and music.

The realization of the above-named aim, as well as of the chief aim of the Institution — the educational development of the blind to the greatest possible extent — is made more possible by the fine environment and equipment throughout the school. The lighting, the size of the rooms, the bookcases, the floor covering, the books, the plants, material in the physics room, sewing room, manual arts room, the various pictures of varied interest everywhere, the cleanliness of the rooms, the adaptation of each room to its own subject, — all are conducive to success. The library is perhaps the greatest factor in the equipment. The books contained therein are all written in braille or in Moon type. Seven or eight volumes of braille form an ordinary book. The library is well stocked with classic fiction and with reference books. A system is installed by means of which any blind person may borrow books from the institution library. A smaller section of the library, the “blindiana,” is famous throughout the world as a reservoir of all medical books dealing with blindness, books on treatment and methods of teaching the blind, and all books containing any blind character or written by a blind person. The pupils are kept informed of present day affairs by means of this library. Some, also, have the newspaper read to them daily.

This environment and equipment are adapted to extra-classroom activities also. The smaller children have both outdoor and indoor playgrounds, with play materials suited to their age. The older children also have ample opportunity to enjoy such activities as climbing, jumping, skating, and team games. In these games, cooperation, mental alertness, and team spirit are developed. The sense of competition developed through these extra-curricula activities, supplemented by the community life and layout of the school, seems to fill a large gap in fitting each individual for his competition with society; for the institution is really arranged in community form: each little cottage with its own little family, its own duties, its own cares, and yet the welfare of all at heart.

Throughout the entire school, the environment both exterior and interior, the work carried on, the Chapel service, the attitudes of both teacher and pupil, the equipment, the activities, — everything reflects the influence of Dr. Allen’s kingly, hearty personality. His religious spirit and philosophy form the background of the institution, free from all philan-

thropic connection. His character, the backbone of the entire structure, sends home to each and every one of us the thought expressed by Agnes Carr in her poem written for the Blind Conference:

WE CALL THEM BLIND.

We call them blind —
These gallant folk who walk in darkness through the world.
And yet they see!
With heart and soul and mind, they see far more than we
Who pity them!

Their ears are tuned
To lovely tunes that fill their shadows, and their hearts
Distinguish true
From false. And in their souls are harmonies that we
Can never know!

We call them blind!
God give to us their royal courage, through this life.
When Death's Light comes,
Then shall we know who were the sightless ones on earth,
We, or the blind!

A LIONS CLUB ENTERPRISE.

Early in the history of the organization the Lions Club (international) adopted helpfulness to the blind as its particular service; and the successive numbers of its publication, *The Lions Magazine*, teem with the recitals of many forms of benefit in that work.

Latterly, however, a strong desire to do something tangible and purposeful became manifest among the members of the Boston club; and the officials called upon Lion Allen for some definite propositions. Out of the thirteen suggestions which he offered in October, 1930, one caught the attention and gained the interest and hearty support of all the members, unanimously and unreservedly. It was this: "Conduct, or partly support, a summer vacation camp for a few homeless or city-dwelling blind girls."

With these wide-awake business men to have the vision and to glimpse the possibility of achievement is to develop the idea into a thing accomplished. In the next few months of 1930 and 1931 the movement forged steadily ahead.

A real impetus was given to it when G. S. Foster, M.D., of Manchester, N. H., gave to the Lions Club, as a site for the camp, twelve acres of land on the border of a pond in Bedford, N. H.

As one of the methods of raising funds for the project a baby clinic was held in Boston in July, 1931, presided over by seventy-three physicians. This culminated in a big Baby Show at the Boston Arena, July 11, at which the "perfect baby" was proclaimed; and at the Coronation Ball, which followed, the girl who had sold the most tickets for the show was crowned "Queen of the Lions Club."

Plans for the camp have been drawn up and presented by Lion Gordon Robb of Boston, and the Lions Club committee, of which Lion William M. Bailey is chairman, expects to have the place ready for occupancy, a going concern, by the middle of June, 1932.

A KEY TO HAPPY HOURS.

In September of 1930 a new life was started for me when I came to Perkins. Perhaps that new life will mean more to me than I now realize. For the knowledge of beautiful things with which to keep the mind occupied will help one to be happy wherever he may be. I found on my schedule nature study and so four of us girls have enjoyed it for a year, and it is of the way I feel about that class I wish to tell you.

Trees were the first of our studies. Nut trees are nice but I care more for the evergreens. Isn't it interesting that all cone-bearing trees are not evergreens and all evergreens are not cone-bearing trees? For example: the larch is a cone-bearing tree, but not an evergreen, while the yew is an evergreen and not a cone-bearing tree. There are lots of interesting things about trees, but the most valuable thing to me is that they are really living, breathing things. Isn't it beautiful to think that leaves are alive and laughing at us in the wind!

Then came winged seeds which are carried by the wind and planted where nature wishes them to grow. Different from the maple and the ash are the witch-hazel and the violet, which shoot their seeds away from the mother tree or plant.

We also learned that most things we thought horrible are quite harm-

less and in most cases very useful; for instance, the garter snake which eats destructive insects and perhaps has been the farmers' most valued helper.

Next we studied the parts of a flower. We have models from which we may learn to tell the different parts. While so doing we learned to think of the One who planned it all.

I must not neglect to mention the turtle with its funny ways and remarkable markings.

But to me the most fascinating of all was the honey bee. I cannot go into details about my dear little Miss Apis, but believe me I think she is very charming and I hope to know more than I do now about her.

Now that spring has been with us for a time we have had and seen so many lovely things that I again couldn't begin to tell of all, but I must speak of the way the horse-chestnut opens its leaves "like baby hands," and of the iris's different pistil.

So from the nature class I have learned to appreciate what our campus has to offer us. And not only what there is here, but what there is all over the world.

We should not neglect to speak of our teacher who wants us to "live for the best in life" and helps us to look from the gift to "the giver of paradise," and perhaps have for our motto: "Hitch your wagon to a star." Thus all this has been or will be keys to happy hours.

RACHEL CANDAGE.

(Grade 5.)

THE GIRLS' PROGRAM FOR INTERCOTTAGE COMPETITION AT PERKINS.

Visitors at the school, noticing a silver trophy cup in one of the cottage living-rooms, are likely to inquire: "How did you earn the cup?" and the members of that cottage family are proud to reply: "We have a number of intercottage contests during the year, and our team having made the greatest number of points in this period, we won the cup."

These competitions started in the fall of 1921, and each year the spirit of emulation, with the love of fair play, has become more marked.

The program of sports is varied each year, in order to add interest. As soon as school reassembles in the fall preparations for Field Day are

begun. On this occasion, which usually comes about October 12 (Columbus Day), running, jumping, races and games are enjoyed. The girls have learned that good teamwork affords a standard to strive for, and many mornings at half-past six they are out on the campus practising. They come in for breakfast with their cheeks all aglow, laughing and shouting after their play.

The contest forms a red-letter day, a gala occasion, graced by the attendance of relatives and friends and by the presence of the little girls of the lower school, a-tiptoe with excitement. The judges are on hand with their programs and notebooks. As the separate cottage families march on to the field with their cottage colors and banners and mascots, the scene is indeed a gay and lively one. The first event is always the singing of the cottage songs by the several groups, the words written and fitted to music by the girls themselves, and the best song selected by the judges.

As the days become cooler indoor recreation is sought, and all are eager to trip "on the light fantastic toe." Great joy is expressed when the date is announced for a dance, at which the girls have the pleasure of meeting outside guests, also of entering the waltzing competition; and the most graceful dancers receive as a reward points for their cottages.

The winter months are spent in preparing for and carrying out an Indoor Meet in the gymnasium. There the best work performed on the apparatus receives recognition.

Stunt Night is fun for all, for there are individual events that lend themselves well to competitive ends. In the preliminary practising in the cottage living-rooms the girls become convulsed with laughter, trying to put their team-mates through these various twisting and balancing acts. There is even more gaiety when a teacher is one of the participants.

A week is devoted to talks and exercises on Posture. During this period the girls who have made the best appearance in regard to Posture and general neatness win the points for their cottages. There is additional competition in the production of the most acceptable slogan on Posture, and the girl whose offering is adopted is both proud and happy.

Swimming is another favorite sport, and this affords the last opportunity for winning points. Sometimes the scores have been so close that

the very last event in this meet decided to which cottage the cup should be awarded. All are encouraged to learn to swim or to perfect their swimming strokes.

In their emulation the realization of "being in things" gives to the girls self-confidence, ease and freedom of manner, as well as pure fun and recreation, and loyalty to the home group.

MARY HOWE FERGUSON.

WHAT MY COURSE IN NATURE STUDY HAS MEANT TO ME.

Although I have always loved nature and have taken great pleasure in all the lovely trees and flowers, and great pride in being able to recognize a number of the bird songs, it has never meant so much to me as it does now, after taking a course in nature study.

With the help and careful planning of our teacher, who is, herself, a profound lover of nature, this course has been a vastly interesting and varying one.

In the fall we began with the study of nut trees, such as the black walnut, English walnut, hickory and several others. We were successful in collecting the leaves and nuts of thirteen trees, which grow on our grounds, and had a jolly time trying to match the leaves with the nuts.

When all of the deciduous trees had dropped their leaves and winter was fast approaching, we very fittingly turned to the evergreens. We soon learned to recognize them by certain little characteristics. For instance, the pine is different from the others because of its long needles, or leaves, and the needles of the spruce would never be mistaken for any other tree, because they are so sharp. We also learned which are conifers and which are not.

Then when the snow came, we left the evergreens to study that wonderful phenomenon, crystallization. We naturally started with the little snowflake. Not until this year did I know that these tiny little crystals formed such beautiful and exquisite patterns. The study of snow crystals led us to study the crystallization of minerals, such as quartz and the precious stones. Although this subject was very interesting, I did not get so much out of it as I should have liked. It was much too deep and mysterious for my imagination.

As winter wore away, we began to feel that Mistress Spring was on her way north. Sure enough! One morning in the early part of February, our teacher announced that she had found a solitary snowdrop growing in her cottage yard. For four weeks this little flower braved the blustering storms. The snowdrop was soon followed by its little companion, the chionodoxa. Hark! Someone said she had heard the "sweet, sweet, very merry cheer" of the song sparrow. Spring was certainly here, despite the belated snowfalls. Crocuses and daffodils began to lift their pretty heads, and the splashes of gold of the forsythia were seen everywhere on our campus. Now it was one grand race to keep up with Mother Nature.

The fruit trees began to burst into wondrous glory, and the robins greeted us with their "cherrup, cherrup," and everywhere we could hear the oriole's joy-song.

Lady Spring was doing her spring-cleaning. As J. L. Lane wrote in his description of nature's spring-cleaning: "She used the rain clouds for water buckets and the wind for her brooms."

But the subject which inspired me the most and made the greatest impression on me, was the study of that ever-busy little individual, "Miss Apis." The ways and habits of these little creatures are most fascinating. They will always hold a warm spot in my heart.

It is with great pleasure that I look back on my year's work in nature study, and we could not have had a finer teacher. I am very happy to think that I spent so much time and material in filling four notebooks of prose and poetry pertaining to nature, for they will serve as souvenirs of this year's work.

EDITH DE DOMINICIS,
Member of the Junior Class.

WHY THE COTTAGE FAMILY PLAN IS A GOOD THING.

When we return to Perkins after having a vacation, we say we are going to school, and think of the lessons we hope to learn in the school building. Our cottage we regard as our Perkins home, and, therefore, it does not occur to us that we are returning to our cottages to learn lessons which will be of as much value to us as those we hope to learn from our books.

In these cottages a girl is taught many things which it is essential for everyone to know, *namely*: the care of a room, dish washing, the clearing and setting of tables, and some of the simpler tasks necessary in the preparation of a meal.

Another feature of the cottage family plan which is of great value to a girl is the manner in which the teachers and pupils are thrown into contact with one another. Having the teachers eat with the pupils is of great benefit to the latter for this reason.

Many parents who are desirous of being kind to their handicapped children will make the mistake of preparing the child's food in such a way that there is nothing to do but eat it. If these parents knew the embarrassing moments their kindness often causes, they would not be so free in rendering it. In the cottages, however, the pupil is taught to cut her meat, fix her potato, butter her bread, and anything else in the line of table etiquette which the individual needs to know.

People who do not see are apt to form habits which make them appear very different from seeing people. The teachers see these habits forming, and help the pupils break them.

Another advantage of this contact is that by hearing the correct speech of the teachers the pupils find it easier to form correct habits themselves.

Another lesson which the family plan teaches of great value to the pupils is tolerance. In each cottage there are twenty pupils of different ages who are thrown into contact with one another. Twenty individuals, each with her own tastes and ideals. By living in such a group one becomes more tolerant and gets a better idea of human nature.

Another lesson one learns in her cottage is to take responsibilities, and one who has not learned it cannot hope to be very successful.

The lessons learned in the cottages aid much in helping a girl in becoming acceptable to society, and many girls are able to hold summer positions as mothers' helpers successfully. Therefore I think the cottage system is a good thing.

HILDA OGILVIE,
Member of the Sophomore Class.

Most children like action and a feeling of ownership. What oftenest leads to the problem of discipline in the classroom? The absence of the two things mentioned above. In the Boys' Department at Perkins we have given opportunity for activity, and the pupils soon acquire a feeling of ownership because of the product of their hands.

In public schools map drawing is usually required. Why not in schools for blind pupils also? It would not be feasible to use paper and pencil as others do; but we find in plasticine a most satisfactory material with which to construct maps on wooden trays. Fine rolls of this compound are made, then the pupil, while following a braille map with one hand, lays these rolls as accurately as he can with the other. A three years' course sees progress made from a crude map which is a mere outline to a finished map, — of as much detail as is practical for the touch to analyze, and often it is a thing of beauty.

Does the teacher do much of the work for the pupil? Oh, no! The pupil derives benefit from his own work, — not the teacher's. Let the teacher give only verbal criticism and the necessary encouragement; but she must believe in her methods and show it in her voice. Some people might be surprised to know that many of the schemes used on our maps were thought up by the pupils who kept me very busy supplying their demands for sundry materials with which to experiment. I tell my classes that since they, the non-seeing, are the ones to use the maps, they should best be able to tell what is most satisfactory for a tangible map. Before I was aware of it, one boy had a map nearly done, applying a new method of using tinsel paper rolled fine for rivers. The effect was very pleasing. Another used paraffin for mountain tops, though we later replaced this with white plasticine for the reason that it was much easier to handle. Beads were called for to locate cities, and various colors of plasticine were in demand to show territory owned by the various nations. Do the totally blind enjoy the use of colors? Yes, because many remember having seen and others enjoy the compliments of the seeing who often exclaim over their attractiveness.

A special table has been provided to hold twelve work trays, not only because this is a neat and convenient way to care for them, but largely

because it is another way to teach pupils to care for their own materials. The table has four sections of three tiers each, so the pupil has only to remember in which section he left his map and he is ready to take up his work at any time or to show it to any visiting friends who may come at some time other than during class.

Every attempt has been made to have things tangible. We have a season apparatus whereby pupils may observe the principles of day and night and of the changing seasons; globes prepared, once for all, by the teacher of geography for the reckoning of latitude and longitude as well as for the study of the continents and zones; dissectible wall maps for quick reference in class; a geoplanus to explain the exaggerations of the Mercator map; geography games, made by the pupils, to turn review work into pleasure and to prevent the final period before vacation from being too much for our restless spirits.

Desk puzzle maps also, such as are used by seeing children, are so much in evidence in my rooms that one might think we used them as class exercises, but such is not the case. I leave them around for the boys to use in their free time, and I watch with interest those who take advantage of them. I know that these maps are much used and enjoyed, but I have never been convinced that they help the pupils much to understand the country, except perhaps after they have had experience in constructing maps of their own of the same territory represented. I might even say that I believe practically all interest in prepared maps is based upon previous experience in making their own maps, for I distinctly remember how different was the attitude of pupils toward map exercises before we introduced this method. The majority were almost afraid of maps, realizing their limited understanding of them.

After several years of experimentation and growth we believe the tangible method of teaching geography the only practical one. Not only do those who take this course obtain a clearer conception of many things, but it lends a normal atmosphere to the classroom; makes the pupils more self-reliant and confident in their own ability; and gives the opportunity for self-expression.

For the teacher it means that the need for discipline is almost absent because her pupils are happy in accomplishment. There is also the sat-

isfaction to her of knowing that the blind can be taught as effectively as the seeing. However, because enthusiasm and resourcefulness are needed to teach geography this way, I suggest the subject be taught departmentally by a teacher who loves teaching and is willing to give herself to it.

CLARA L. PRATT.

ACTIVITIES OF THE POULTRY DEPARTMENT OF THE BOYS' UPPER SCHOOL.

In looking back over the school year which has just passed we discover that several interesting factors have lent variety to our course in poultry keeping. At the time of their occurrence, our minds on the financial side of the project, we thought of them as necessary evils, but they have since proved to be blessings in disguise, for more than the usual amount of interest was aroused and maintained by the procedure we were obliged to follow in solving the new problems presented to us.

A sudden drop in temperature during early winter and lack of attention to details on the part of some of our pupils threw a great many of our eighty birds into a partial molt, causing a slump in the egg production. As our sales department (pupils taking the second year of the course) had established a retail trade for our products, these young men had considerable difficulty in explaining the situation to their customers. However, the majority of these stood by while we did our best to hasten the growth of feathers on the molting birds. A winter molt had never occurred before in our flocks, hence we were quick to take advantage of the excellent opportunity afforded to make a study of the reasons for such an occurrence and the best and quickest means of bringing the fowls back into laying condition. This was done eventually.

Another and rather unusual procedure in these days of artificial incubation was carried out this spring. Breaking away from the customary plan, we tried hatching and brooding by the natural method, the sitting hen, and instead of purchasing the usual three hundred day-old chickens, fifty hatching eggs were secured. As a result about thirty lively White Plymouth Rock chickens were hatched. There being no buildings constructed during the year, three small houses, one for each hen and her flock, were built by the pupils. These, with yards attached, are moved to a fresh, grassy spot each week, and the fact that there have been no

losses at the end of the sixth week speaks well for the care given them by our young men. These units are centers of attraction for a great many of our younger boys, and it is a common sight to see an eager group of them accompanying those who have the regular care of the flocks. They are extremely interested and are always ready to assist at feeding time or when eggs are being collected. Sometimes in their eagerness they lead us into difficulties, as a recent experience proved. In feeding green grass to the fowl some of the old, dry stalks of the previous year were included and two of the birds became crop-bound. Although the proper treatment was given, the birds were not saved.

It has been the custom in past years to sell all the older birds each spring and start with a new flock of chickens, but a new plan is being tried this year. By retaining twenty-five of the best layers and purchasing fifty pullets already brooded we shall have a flock of the usual size for next fall. In selecting the best birds, our pupils gain valuable experience in culling to eliminate the non-layers. The older birds which are retained are to be carefully watched and a record of their performance kept. In this way our group of young poultrymen will have an opportunity to check up on the statement that it pays to keep birds through their second year of laying.

As our young men watch the birds grow, caring for them through different stages of development, weeding out the undesirables, retailing the products and keeping accurate accounts of all business dealings, there is no doubt that they are gaining knowledge and experience which will be of lasting value to them after they leave school and take their places in the world.

CHESTER A. GIBSON.

JUNE 1, 1931.

HOWE MEMORIAL PRESS.

WATERTOWN, MASS., Aug. 31, 1931.

WORK ACCOUNT FOR THE YEAR ENDING AUG. 31, 1931.

Plates Embossed:			
Literature	:	:	2,017
Music	:	:	917
		2,934	2,934
Printing:			
Braille	:	:	137,887
Line type	:	:	43,386
		181,273	181,273

APPLIANCES AND GAMES.	Made this Year.	Sold this Year.	Total sold from Sept. 1, 1907, to Aug. 31, 1931.
Pocket slates	87	933	14,984
Desk slates	1,491	1,509	15,308
Card-marking slates	-	20	143
Roller slates	-	-	3
Styluses	2,138	5,311	70,505
Braillewriters:			
Hall	-	-	145
Boston	-	-	68
Perkins model A	-	-	106
Perkins model B	-	-	100
Perkins model C	-	14	85
Shorthand	-	1	12
Writing boards:			
Aluminum	212	159	1,597
Fiber	898	677	10,821
Aluminum alphabets	222	135	1,378
Wire signature guides	-	29	476
Pegboards:			
Plain	171	94	1,063
Reversible	-	9	269
Map cushions	10	8	72
Caning vises	-	-	68
Wringer presses:			
Hand	2	1	2
Power	4	5	9
Thermometers	-	40	183
Season apparatus	-	-	3
Games:			
Checkers	218	201	3,154
Dominoes	215	165	2,385
Puzzle-Peg	34	35	288
Cross-word	-	-	18
Playing cards	103	88	1,253

During the year the Press purchased letter-press books for the special Reference Library and for the Circulating Library, amounting to \$423.30, and purchased embossed books from other presses to the value of \$1,107.41, a total of \$1,530.71.

FRANK C. BRYAN.

ACKNOWLEDGMENTS.

I. — ACKNOWLEDGMENTS FOR RECITALS, DRAMATICS AND LECTURES.

To Mrs. MAUD HOWE ELLIOTT, for six tickets for a play by Mrs. Larz Anderson, produced at the Children's Theatre, Boston.

To Miss AMY WARD DURFEE, for three tickets for a vocal recital in Jordan Hall.

To Mr. SAMUEL FINKEL, for an invitation to six pupils to attend a course of lectures at Temple Israel, Boston.

To the MASSACHUSETTS AUDUBON SOCIETY, for two tickets for a course of bird lectures at Hotel Statler, Boston.

To the WATERTOWN TEACHERS' ASSOCIATION, for a general invitation to their annual play, given in the auditorium of the Senior High School, Watertown.

To Mr. A. H. HANDLEY, for twelve tickets for a vocal recital by Maxim Karolik at Symphony Hall, Boston.

To Mrs. FISK, for thirty tickets for a vocal recital by James R. Houghton at Symphony Hall, Boston.

II. — ACKNOWLEDGMENTS FOR LECTURES IN OUR HALL.

To Dr. SAMUEL P. HAYES, for a lecture on "They Say" and again for one on "Emotions in the Home."

To Mrs. LUCIA AMES MEAD, for a talk on international affairs.

To Mr. WALLACE M. LEONARD, for a talk on the banana industry.

III. — ACKNOWLEDGMENTS FOR BOOKS, PERIODICALS AND NEWSPAPERS.

American Review (embossed), The Beacon (embossed), Braille Courier (embossed), Braille Star Theosophist (embossed), Catholic Review (embossed), Channels of Blessings (embossed), Christian Record (embossed), Christian Science Monitor, Christian Science Quarterly (embossed), Church Herald for the Blind (embossed), Colorado Index, Congregationalist, through Mrs. GEO. H. REED, Esperanto Ligilo (embossed), The Evangel (embossed), Full Gospel Monthly (embossed), The Herald of Christian Science (embossed), Illuminator (embossed), International Braille Magazine (embossed), Jewish Braille Review (embossed), Lions Juvenile Braille Monthly (embossed), Lutheran Herald for the Blind (embossed), Lutheran Messenger for the Blind (embossed), Matilda Ziegler Magazine (embossed), The Mentor, The Messenger to the Sightless (embossed), National Magazine for the Blind (embossed), Ohio Chronicle, Optimist, Our Dumb Animals, Our Special (embossed), Our Own (embossed), Il Progresso (embossed), Red and White (embossed), Rocky Mountain Leader, The Searchlight (embossed), The Theosophical Path, The Utah Eagle, Weekly News (embossed), Weekly Review (embossed), West Virginia Tablet.

To Dr. and Mrs. EDWARD E. ALLEN, Miss PAULINE BROOMELL, Dr. LEE CHAPMAN, Miss GRACE M. HILL, and Miss MARY K. MOFFITT, for letter press books.

To the AMERICAN BIBLE SOCIETY, AMERICAN BRAILLE PRESS, AMERICAN BROTHERHOOD OF FREE READING FOR THE BLIND, BRAILLE INSTITUTE OF AMERICA, CLEVELAND PUBLIC LIBRARY, Mrs. C. E. DAY, JULIA ELLSWORTH FORD, Mrs. R. J. FORD, Miss A. M. HARRINGTON, JUNIORS OF THE STATE FEDERATION OF PENNSYLVANIA WOMEN, LADIES WEST WARREN ASSOCIATION OF DETROIT, N. Y. LIGHTHOUSE FOR THE BLIND, PHILADELPHIA FREE PUBLIC LIBRARY, Mrs. HENRY F. STROUT, for embossed books.

TO MARY PERSIS BAILEY, MARY G. BRADFORD, FRANCES W. CHICK, JESSIE COBB, LORETTA H. FILES, MARY S. HOLBROOK, MARY HOLLISTER, FRANCES FULLER HOLLOWAY, ANNA E. PHILLIPS, and MILDRED C. SHERMAN, for hand-copied books.

IV. — ACKNOWLEDGMENTS FOR GIFTS.

TO MRS. E. PREBLE MOTLEY, MRS. WALTER C. BAYLIES, Miss ELEANOR S. PARKER, WILLIAM T. FRARY, Miss CARRIE O. SILLOWAY (in memory of her mother), Mr. JOHN P. MARSTON, Mr. HAMMOND, Miss W. A. COURSEN, Mr. and Mrs. HERMAN JOHNSON; children of King's Chapel and Arlington Street Sunday Schools, through Miss WRIGHT; children of a summer Sunday School at Goodwin's Landing, Marblehead, through ALTHEA A. WILBER; the kindergarten and primary department of the Church of the Disciples, through Mrs. C. B. HASTINGS; the primary department of Union Congregational Church of Weymouth and East Braintree, through Mrs. NEWMAN PAGE; for gifts of money.

TO THE BOSTON COMMITTEE FOR THE BLIND, Mrs. Benjamin Tishler, chairman, for gifts of money, clothing, fruit, confectionery and ice cream, personal service to some of our pupils, cottage sociables for the several family groups, a week's camping party for a number of the boys, and regular conveyance for several pupils to and from Temple Israel, Boston.

TO THE parish of St. Patrick's Church, Watertown, for regular transportation of pupils to and from services at that church.

TO MRS. GEORGE T. PUTNAM, Mrs. C. Lester VIRGIN, Mrs. WEISKOPF, Mrs. J. G. SCHWENGER, and the BLEICH DRESS MANUFACTURING COMPANY, for clothing.

TO Troop 12, Girl Scouts of Cambridge, through Mrs. BOEHNKE, the United Fruit Company, through Mr. W. M. LEONARD, and Mr. JAMES H. PROCTOR, for confectionery, fruit and vegetables.

TO a group of Girl Scouts of Somerville, through Miss SIBLEY, and to Mrs. MINNIE HOWLAND, for dolls for the little girls; and to Mrs. CHARLES HOWE, for a doll's house, fully furnished.

TO Mr. and Mrs. CHESTER D. MORGAN, for an upright pianoforte; to Mrs. WILLIAM A. FRANCIS, for musical instruments; and to Mr. HENRY Y. TAMORI, for two Japanese flutes.

TO Mr. RICHARD SEARS and Mr. GEORGE W. ESLER, Jr., for radios.

TO Mrs. JOHN CURTIS and Mrs. G. L. STEWARD, for Ampico records; to Mrs. SUSAN S. ANTHONY, for player-piano rolls; and to Mr. FULMER MOOD, for Victrola records.

TO Mrs. MAUD HOWE ELLIOTT, for three paintings by John Elliott.

TO a friend, through Mrs. GEORGE H. MONKS, for a pair of andirons.

TO Mr. FREDERICK McMURTRY, for a quantity of clay.

TO Dr. BERTHOLD LÖWENFELD, for an Easter lily.

LIST OF PUPILS.

UPPER SCHOOL.

Accorsi, Annie.
Barnes, Florence E.
Bedrosian, Mary.
Bleendes, Florence.
Buckley, Frances A.
Burt, Eleanor T.
Candage, Rachel E.
Capone, Mary C.
Casella, Frances.
Chelifou, Doris E.
Cordor, Jennie.
Corsi, Angelina.
Crossman, Evelyn.
Czyzewski, Margaret J.
Dardioli, Luigina.
Dean, Virginia M.
De Dominicis, Edith.
Dien, Sarah M.
Doherty, Kathleen E.
Downey, Mary A.
Dunn, Mabel C.
Duquette, Blanche.
Earle, Catherine E.
Furtado, Matilde.
Giallombardo, Rose E.
Guernsey, Rena G.
Harasimowicz, Alice.
Harley, Rita M.
Haswell, Thelma R.
Hinckley, Geraldine.
Ingersoll, Dorothy.
Keeley, Frances.
Kelley, Beulah C.
Lamoreux, Mary J.
Libbey, Fannie E.
MacDonald, Marion.
Macdougall, Mildred.
McEvoy, Evelyn M.
McGovern, Velma.
McNamara, Eileen.
McNamara, Lorraine.
Mierzewski, Stephanie.
Milner, Edith L.
Mitchell, Ethel G.
Moore, Alice K.
Moore, Edna S.
Morris, Irma.
Moses, Annie R.
Mullaney, Margaret L.
Newman, M. Alliene.
Nicolais, Lucy.
Nowicki, Janina.
Ogilvie, Hilda M.

Parker, Rose.
Pepe, Carmella.
Pepe, Philomena.
Reese, Helen.
Reinert, Marion.
Saruta, Keiko.
Saverino, Maimie.
Schreier, Dorothy.
Silvia, Emma.
Souza, Irene M.
Stanevich, Mary.
Stevens, Charline E.
Surprenant, Lillian V.
Szezerba, Mary.
Takei, Ine.
Thompson, Leola E.
Widger, Evelyn L.
Withrow, Cora.
Wolfson, Martha.
Younie, Bernice E.
Adams, Raymond G.
Barker, Douglas H.
Barrett, Robert C.
Beaulieu, Ernest.
Berube, Walter.
Bowden, Robert F.
Butler, M. Joseph.
Cambardelli, Arthur J.
Cammarano, Angelo.
Campbell, Peter F.
Caroselli, Andrea.
Casella, Charles.
Cetto, Joseph.
Chapman, Winthrop C.
Chombeau, Bertrand.
Cliche, Emery.
Connelly, Edward P.
Consigli, Albert.
Cook, William L.
Cookson, Robert.
Cormier, Alfred.
Costa, Anthony.
Czub, Albert.
Di Stefano, Albert.
Egan, John P.
Escobar, Juan.
Eve, T. Russell R.
Fiske, Howard R.
Gagnon, René.
Giuliano, Paolo.
Greene, Frank H.
Hanley, Francis X.
Hannon, James E.

Hannon, John F.
 Hayward, Launcelot H.
 Hull, Richard L.
 Hutchinson, Wm. L.
 Keefe, Clarence G.
 Kesselman, Max.
 King, John C.
 Kwoisnieski, Thad. W.
 Lahti, George V.
 Lincoln, Carlton G.
 Lubin, John.
 Macaluso, Biaggio.
 MacLaughlin, Leroy B.
 Marchisio, Aldo.
 Marchisio, Guido.
 Maschio, Angelo N. B.
 Maurer, Irving V.
 Maynard, Merrill A.
 Michaud, J. Armand.
 Miskivitch, Norbert.
 Mukhdjian, Tateos.
 Nagle, John F.
 Neuwirth, William A.
 Nichols, Alaric G.
 Noble, Leon H.

Paice, Gerald J.
 Petherick, George.
 Pike, N. Neal.
 Plourde, Gilbert.
 Pollino, Anthony.
 Potter, Lawrence W.
 Powers, William E.
 Rainville, Harvey J.
 Ramos, Joseph.
 Reinert, Alfred.
 Robinson, William.
 Rock, Raymond G.
 Rubin, Manuel.
 Shulman, George.
 Simons, Charles.
 Small, Philip L.
 Spelman, Kenneth.
 Stott, Lester W.
 Thompson, R. Lawrence.
 Tobey, Arthur W.
 Vachon, Edouard.
 Vincent, A. Roy.
 Williams, Clifford.
 Witkowski, Victor.

LOWER SCHOOL.

Allen, Florence H.
 Andrews, Mary.
 Beaudoin, Marie.
 Bresnahan, M. Fay.
 Canning, Regina.
 Cerullo, Ida.
 Clarke, Virginia.
 Coombs, Shirley.
 Correia, Angelina.
 Correia, Fanny.
 Cox, Ruth A.
 Davy, Lilian.
 Della Morte, Maria.
 Del Padre, Eva.
 Devino, Catherine L.
 Falgione, H. Olga.
 Farmer, Regina J.
 Ferreira, Mary.
 Foley, V. Marion.
 Getchell, Barbara.
 Gibalerio, Kathryn Z.
 Godin, Leona A.
 Graham, Alvaetta.
 Gurry, Martha V.
 Hawks, Betty R.
 Homen, Georgianna.
 Irwin, Eleanor I.
 Johnson, Virginia L. B.
 Kennedy, Ethel I.
 Logan, Mertys M.
 Lovejoy, Mildred E.
 Machon, Wanda.
 Maffini, Gloria F.
 Miller, M. Alice.
 Moreau, Barbara L.

Morin, Margaret C.
 Mulford, Norma J.
 Nadeau, Cecile.
 Nicholas, Bernice.
 Nicholas, Doris.
 Nickerson, Vivian M.
 O'Donnell, Louraine.
 Pepe, M. Angelina.
 Polizzi, Jennie.
 Potter, Ruth.
 Price, Ruth.
 Regan, Mary.
 Reinert, Elsie.
 Ricker, Ruth.
 Shiros, Anna.
 Swanson, Grace E.
 Szalay, Agnes.
 Taylor, Everill.
 Tebbetts, Margaret E.
 Therrien, M. Rose.
 Tirocchi, Salma.
 Tramontozzi, Elena.
 Whitman, Marian E.
 Allen, Alden E.
 Autuori, Americo.
 Bessette, Francis E.
 Bik, Dimitry.
 Boardway, Norman F.
 Bradford, James A.
 Briggs, Clarence.
 Calderaro, Rosario.
 Chandler, Horace P.
 Cirella, Anthony.
 Close, Malcolm G.
 Conley, James.

Correia, Frank.
 Correia, Joseph.
 Corsi, Alfred.
 Cotter, Thomas.
 Crandall, Henry.
 Delaney, James D.
 Di Francesco, John.
 Doncaster, Wendell V.
 Downing, Herbert J.
 Ellis, Warren P.
 Fortes, Andrew.
 Fried, A. Robert.
 Frizzell, Frederick.
 Frost, Robert.
 Gayzagian, Albert K.
 Gifford, D. Paul.
 Graham, Douglas M.
 Haggett, Earl.
 James, Virgel L.
 King, Carl S.
 Kiwior, Bronislaw.
 Landry, Richard A.
 Lee, Donald.
 Legasse, Silvio.
 Lesiczka, Joseph.

MacShawson, Irving J.
 Marinello, Domenic.
 Martin, Earl.
 McGillicuddy, John L.
 Medeiros, Joseph.
 Morris, K. Arnold.
 Morrison, John J.
 Nicholas, Leo.
 Pasterczyk, Henry.
 Patch, Robert.
 Rosati, Ettore G.
 Sacco, Anthony.
 Santangelo, Samuel P.
 Scott, Robert J.
 Southern, Charles D.
 Sprague, Charles R.
 Stebbins, Robert R.
 Swett, Frank A.
 Tancrelle, Gideon.
 Townsend, Harmon R.
 Van Vliet, Franklin E.
 Walsh, James.
 Whitman, Lewis A.
 Zermas, George.

The places from which these pupils come and the number from each place follow:—

Massachusetts	164	Japan	2
Maine	31	Connecticut	1
Rhode Island	26	Pennsylvania	1
Vermont	20	Maryland	1
New Hampshire	8	Virginia	1
New Jersey	8	South Dakota	1
Wisconsin	3	Washington	1
New York	2	Chile	1
Bermuda	2	Greece	1

CHRISTMAS MUSIC BY THE CHOIR OF PERKINS INSTITUTION AND THE CHILDREN'S CHOIR OF THE LOWER SCHOOL.

EDITH MILNER, VIOLINIST, LORETTA NOONAN,¹ SOPRANO, ROBERT BARRETT,¹ BARI-
TONE, ANTONIO MARTONE,¹ TENOR.

DWIGHT HALL, SUNDAY AFTERNOON, DECEMBER 14, 1930, AT 3 O'CLOCK; SUNDAY
AFTERNOON, DECEMBER 21, 1930, AT 3 O'CLOCK.

MEMBERS OF THE FACULTY PARTICIPATING.

MISS BOWDEN, ALTO, MISS MATTHEWS,¹ SOPRANO, MISS PRATT, CONTRALTO, MISS
STARBIRD, ALTO, MISS WOODWORTH, SOPRANO, MR. ANDREWS, TENOR, MR. NEAL,
BASS, MISS SEYMOUR, PIANIST, MR. HARTWELL, ORGANIST, MISS THAYER, DIRECT-
ING THE CHILDREN'S CHOIR.

EDWIN L. GARDINER, DIRECTOR.

PROGRAM.

Noël of the Bressan Waits	<i>Darcieux</i>
Christmas Hymn — Silent Night	<i>Franz Grüber</i>
Antiphonal Carol — In Bethlehem	<i>Old English</i>
Christmas Carol	<i>Hugh A. Mackinnon</i>
Bas Quercy Carol — The Shepherd Boy.	
French Carol of the 18th Century.	
Christmas Song	<i>Adam</i>
Old French Carol — Little Jacques	<i>Nicolas Martin (1555)</i>
The Kings (baritone solo and chorus)	<i>Cornelius</i>
Winter Legendry	<i>Samuel Richards Gaines</i>
Ballad of St. Stephen (for male choir)	<i>Hugh A. Mackinnon</i>
Old French Carol — Bring a Torch, Jeannette, Isabella	<i>Saboly</i>
Franconian Folk Carol — Wake, Nightingale.	
Carol Anthem — In Dulci Jubilo	<i>Frederick Candlyn</i>
A Song for Christmas	<i>Daniel Gregory Mason</i>
The Cornish Bells	<i>Tertius Noble</i>
Trio from the Christmas Oratorio	<i>Saint Saëns</i>
Song of the Magi — All hail the Virgin's Son!	<i>Dickinson</i>
Christmas Carol — Sleep, Holy Babe	<i>F. W. Partridge</i>
Festival Carol — Ring Out, Wild Bells	<i>Percy B. Fletcher</i>

¹ Graduates of Perkins Institution.

PLAY.

THE DEVIL'S DISCIPLE.

BY BERNARD SHAW.

PRESENTED BY THE "PERKINS PLAYERS."

PERKINS INSTITUTION, WATERTOWN, MASS.

FRIDAY EVENING, MARCH 20, 1931, AT 8 O'CLOCK, AND SATURDAY AFTERNOON,
MARCH 21, AT 2.30 O'CLOCK.

PERSONS.

In Order of Appearance.

MRS. DUDGEON	<i>William E. Powers</i>
ESSIE	<i>Esther J. Johnson (of the Faculty)</i>
CHRISTY	<i>Alfred E. Reinert</i>
ANTHONY ANDERSON	<i>Aldo Marchisio</i>
JUDITH ANDERSON	<i>Mary A. Lermond (of the Faculty)</i>
LAWYER HAWKINS	<i>Bertrand Chombeau</i>
WILLIAM DUDGEON	<i>Peter F. Campbell</i>
MRS. WILLIAM DUDGEON	<i>Tateos Mukhdjian</i>
TITUS DUDGEON	<i>Guido Marchisio</i>
MRS. TITUS DUDGEON	<i>Frank H. Greene</i>
RICHARD DUDGEON	<i>Alfred Cormier</i>
SERGEANT	<i>Gerald J. Paice</i>
MAJOR SWINDON	<i>Angelo Maschio</i>
GENERAL BURGOYNE	<i>Paul Giuliana</i>
MR. BRUDENELL	<i>R. Lawrence Thompson</i>
British Officers —	<i>William L. Cook, Frank H. Greene, Tateos Mukhdjian, Hervey L. Rainville, Lester Stott.</i>
British Soldiers —	<i>Bertrand Chombeau, Guido Marchisio, Antone Santos, Edouard Vachon.</i>
Townfolk —	<i>Angelo Cammarano, Charles Casella, Thaddeus Kwoisnieski, John Nagle, Clifford Williams.</i>

Time — 1777.

Place — Websterbridge.

Fantaisie, Opus 24, No. 4 *Horatio Parker*

RAOUL GOGUEN AT THE ORGAN

MOVING PICTURES OF ACTIVITIES AT PERKINS
 INSTITUTION AND CONCERT BY THE CHOIR OF
 THE SCHOOL FOR THE INTERNATIONAL
 DELEGATES TO THE WORLD CON-
 FERENCE UPON WORK FOR THE
 WAR AND CIVILIAN BLIND.

DWIGHT HALL, MONDAY EVENING, APRIL 27, 1931.

MOVING PICTURES AT 7.45.

INTERMISSION, 8.25.

CONCERT PROGRAMME AT 8.40.

How Lovely Is Thy Dwelling Place (from the Requiem)¹ *Brahms*
 Lead, Kindly Light *Cyril Jenkins*

ROBERT BARRETT, *Soloist*.

Spanish Serenade *Edward Elgar*
 Jam Vitae Flumina¹ (in memoriam) *George W. Chadwick*
 Concerto for Pianoforte (First Movement) *Mendelssohn*

MANUEL RUBIN, *Soloist*.

RAOUL GOGUEN AT THE SECOND PIANOFORTE.

Hiawatha's Wedding Feast *Coleridge-Taylor*

GEORGE BOYNTON, *Tenor*.

The above programme was given in Jordan Hall, Boston, with an orchestra of
 players from the Boston Symphony Orchestra, May 17, 1931.

¹ Omitted at this time.

CONCERT BY THE CHOIR OF PERKINS INSTITUTION.

EDWIN L. GARDINER, CONDUCTOR.

IN CO-OPERATION WITH THE CIVIC MUSIC ASSOCIATION OF BOSTON.

ASSISTED BY GEORGE BOYNTON, TENOR, AND THE VANNINI SYMPHONY ENSEMBLE.

JORDAN HALL, SUNDAY AFTERNOON, MAY 17, 1931, AT 3.30 O'CLOCK.

PROGRAM.

PART ONE.

How Lovely is Thy Dwelling Place (from the Requiem) *Brahms*
Lead, Kindly Light *Cyril Jenkins*

ROBERT BARRETT, *Soloist.*

Aria (for the violin) *Tenaglia*
La Folia (for the violin) *Corelli-Spaulding*

MISS MILNER.

Spanish Serenade *Edward Elgar*
Jam Vitae Flumina (from Phoenix Expirans) *George W. Chadwick*

(Sung in memoriam.)

Suite Espagnole — La Feria *Lacome*

MR. AUGUSTO VANNINI, *Conductor.*

PART TWO.

Hiawatha's Wedding Feast *S. Coleridge-Taylor*

STATEMENT OF ACCOUNTS.

BOSTON, October Twenty-first, 1931.

*To the Board of Trustees, Perkins Institution and Massachusetts School for the Blind,
Watertown, Massachusetts.*

GENTLEMEN:— I have audited the accounts of Albert Thorndike, Treasurer of the Institution, for the fiscal year ending August 31, 1931, and have found that all income from investments and proceeds from sales of securities have been accounted for, and that the donations, subscriptions, miscellaneous receipts, as shown by the books, have been deposited in bank to the credit of the Treasurer of the Institution.

I have vouched all disbursements and verified the bank balances as at the close of the fiscal year.

All of the securities, as shown by the books, were verified by certification of the custodian, the New England Trust Company.

I hereby certify that, in my opinion, the accompanying statements covering the Institution, Howe Memorial Press Fund, and Kindergarten, correctly set forth the income and expenditures for the fiscal year ending August 31, 1931.

Respectfully submitted,

JOHN MONTGOMERY,
Certified Public Accountant.

INSTITUTION.

BALANCE SHEET, AUGUST 31, 1931.

<i>Assets.</i>		
Plant:—		
Real estate, Watertown	\$497,154 18	
Real estate, South Boston	90,000 00	
Real estate, Boston	44,721 25	
		\$631,875 43
Equipment:—		
Furniture and household	\$9,662 91	
Tools, etc.	3,444 32	
Music department	14,100 00	
Library department	103,759 54	
		130,966 77
Works department		29,276 01
Investments:—		
Real estate	\$265,178 74	
Stocks and bonds	1,877,838 79	
Stocks and bonds— Varnum Fund	221,981 69	
Stocks and bonds— Baker Fund	12,318 50	
Mortgage receivable	1,300 00	
		2,378,617 72
Inventory of provisions and supplies		3,502 62
Loans receivable		500 00
Accounts receivable		20,647 09
Cash on hand		32,928 80
Total		\$3,228,314 44

Liabilities.

General account		\$618,062	59
Funds:—			
Special	\$105,801	69	
Permanent	611,275	73	
General	1,866,956	99	
Unexpended income, special funds		2,584,034	41
Gifts for clock and organ		19,482	73
Vouchers payable		39	00
Accounts payable		5,751	83
		943	88
Total		\$3,228,314	44

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1931.

Rent net income			\$10,142	50
Interest and dividends, general purposes	\$92,598	54		
Interest and dividends, special funds	5,615	01		
Interest and dividends, Varnum fund	13,520	23		
			111,733	78
Annuities			1,541	95
Tuition and board, Massachusetts	\$38,260	00		
Tuition and board, others	34,985	18		
			73,245	18
Total			\$196,663	41
Less special fund income to special fund accounts	\$5,615	01		
Varnum fund income to Varnum fund account	13,520	23		
Repairs on account of faulty construction	1,257	31		
Repairs, etc., 133 Newbury Street	281	42		
Treasurer's miscellaneous expenses	1,960	62		
Pensions	1,444	00		
			24,078	59
Net income			\$172,584	82
Net charge to Director			155,090	97
Balance of income			\$17,493	85

DIRECTORS' CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1931.

Administration:—				
Salaries and wages	\$10,335	04		
Other expenses	995	46		
			\$11,330	50
Maintenance and operation of plant:—				
Salaries and wages	\$34,545	46		
Other expenses:—				
Provisions	\$14,778	15		
Light, heat and power	8,656	98		
Household furnishings and supplies	3,104	28		
Insurance and water	3,158	16		
Repairs	4,701	31		
Publicity	2,148	91		
Field workers	516	23		
Extraordinary expense	122	50		
Loss on bad debts	181	40		
Depreciation on furniture, household equip- ment, tools, etc.	2,910	86		
Depreciation on buildings, Watertown	13,985	84		
Net loss, Works department	4,350	25		
Miscellaneous	1,733	06		
			60,347	93
			94,893	39
Instruction and school supplies:—				
Salaries and wages	\$47,633	90		
Other expenses	1,233	18		
			48,867	08
Net charge to Director			\$155,090	97

Income Special Funds.

On hand September 1, 1930		\$19,535 71
Add income 1930-1931		5,615 01
Total		\$25,150 72
Distributed		5,667 99
Unexpended income August 31, 1931		\$19,482 73

WORKS DEPARTMENT.

BALANCE SHEET, AUGUST 31, 1931.

Assets.

Cash		\$492 92
Accounts receivable		5,910 82
Merchandise inventory		5,963 13
Machinery and tools	\$6,732 98	
Furniture and fixtures	9,207 16	
Auto trucks	969 00	
		16,909 14
Total		\$29,276 01

Liabilities.

Main office		\$33,626 26
Less — net loss		4,350 25
Total		\$29,276 01

PROFIT AND LOSS, AUGUST 31, 1931.

Revenue.

Sales		\$46,092 75
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Expenditures.

Materials used		\$12,873 41
Salaries and wages		31,099 45
General expenses		3,610 03
Auto expense		1,176 41
Total expenditures		48,759 30
Loss		\$2,666 55
Add:—		
Depreciation of fixed assets	\$1,590 29	
Loss on bad accounts	104 56	
Total	\$1,694 85	
Less:—		
Bad debts recovered	11 15	
		1,683 70
Net loss for the year ending August 31, 1931		\$4,350 25

INSTITUTION FUNDS.

Special funds:—		
Robert C. Billings (for deaf, dumb and blind)		\$4,000 00
Marks I. Cohen (for Jewish children)		90 35
John D. Fisher (education teachers and others)		5,230 00
Joseph B. Glover (for blind and deaf)		5,000 00
John Goldthwait (charitable)		1,333 15
Harris Fund (outdoor relief)		26,667 00
Maria Kemble Oliver (concert tickets)		15,000 00
Prescott (education teachers and others)		21,231 45
Elizabeth P. Putnam (higher education)		1,000 00
Amount carried forward		\$79,551 95

<i>Amount brought forward</i>		\$79,551 95	
Special funds — <i>Concluded</i>			
Richard M. Saltonstall (use Trustees)		3,000 00	
A. Shuman (clothing)		1,000 00	
Thomas Stringer (care of T. S., etc.)		15,880 32	
Julia E. Turner (education of worthy needy)		6,369 42	
			\$105,801 69
Permanent funds: —			
George Baird		\$12,895 21	
Charles Tidd Baker		12,587 95	
Charlotte Billings		40,507 00	
Frank W. Boles		76,329 02	
Stoddard Capen		13,770 00	
Jennie M. Colby, in memory of		100 00	
Ella Newman Curtis Fund		2,000 00	
Stephen Fairbanks		10,000 00	
David H. Fanning		5,010 56	
Harris Fund (General Purposes)		53,333 00	
Harriet S. Hazeltine Fund		5,000 00	
Benjamin Humphrey		25,000 00	
Prentiss M. Kent		2,500 00	
Kate M. Morse Fund		5,000 00	
Jonathan E. Pecker		950 00	
Richard Perkins		20,000 00	
Henry L. Pierce		20,000 00	
Mrs. Marilla L. Pitts, in memory of		5,000 00	
Frederick W. Prescott, Endowment		25,338 95	
Frank Davison Rust Memorial		4,000 00	
Samuel E. Sawyer		2,174 77	
Charles Frederick Smith		8,663 00	
Timothy Smith		2,000 00	
Mary Lowell Stone Fund		4,000 00	
George W. Thym		5,054 66	
Alfred T. Turner		1,000 00	
Levina B. Urbino		500 00	
William Varnum Fund		230,567 61	
Ann White Vose		12,994 00	
Charles L. Young		5,000 00	
			611,275 73
General funds: —			
Elizabeth B. Allen		\$500 00	
Charlotte H. Andrews		15,169 87	
Ellen S. Bacon		5,000 00	
Elizabeth B. Bailey		3,000 00	
Eleanor J. W. Baker		2,500 00	
Calvin W. Barker		1,859 32	
Lucy B. Barker		5,953 21	
Francis Bartlett		2,500 00	
Elizabeth Howard Bartol		5,000 00	
Mary Bartol		300 00	
Thompson Baxter		322 50	
Robert C. Billings		25,000 00	
George Nixon Black		10,000 00	
Susan A. Blaisdell		5,832 66	
Dehon Blake		500 00	
William T. Bolton		555 22	
George W. Boyd		5,000 00	
Caroline E. Boyden		1,930 39	
J. Putnam Bradlee		268,391 24	
Charlotte A. Bradstreet		23,273 49	
Ellen F. Bragg		8,006 68	
Lucy S. Brewer		10,215 36	
Florence N. Bridgman		500 00	
J. Edward Brown		100,000 00	
Maria A. Burnham		10,000 00	
T. O. H. P. Burnham		5,000 00	
Abbie Y. Burr		200 00	
Annie E. Caldwell		4,000 00	
Emma C. Campbell		1,000 00	
Ellen G. Cary		50,000 00	
Edward F. Cate		5,000 00	
Robert R. Centro, in memory of		10,000 00	
			\$586,509 94
<i>Amounts carried forward</i>			\$717,077 42

Amounts brought forward \$586,509 94 \$717,077 42

General funds— *Continued*

Fanny Channing	2,000 00
Mary F. Cheever	200 00
Ida May Chickering	1,052 03
Ann Eliza Colburn	5,000 00
Susan J. Conant	500 00
William A. Copeland	1,000 00
Louise F. Crane	5,000 00
W. Murray Crane	10,000 00
Harriet Otis Cruft	6,000 00
David Cummings	7,723 07
Chastine L. Cushing	500 00
I. W. Danforth	2,500 00
Charles L. Davis	1,000 00
Susan L. Davis	1,500 00
Joseph Descalzo	1,000 00
Elsie C. Dishor	163,250 07
John H. Dix	10,000 00
Mary Frances Drown	20,762 43
Alice J. H. Dwinell	200 00
Amelia G. Dyer	39,727 55
Mary E. Eaton	5,000 00
William Eaton	500 00
Martha S. Ensign	2,505 48
Orient H. Eustis	500 00
Sarah M. Farr	64,247 43
Mortimer C. Ferris Memorial	1,000 00
Annie M. Findley	500 00
Thomas B. Fitzpatrick	1,000 00
John Forrest	1,000 00
Ann Maria Fosdick	14,333 79
Nancy H. Fosdick	3,937 21
Sarah E. Foster	200 00
Mary Helen Freeman	1,000 00
Cornelia Anne French	10,000 00
Martha A. French	164 40
Ephraim L. Frothingham	1,825 97
Jessie P. Fuller	200 00
Thomas Gaffield	6,685 38
Albert Glover	1,000 00
Joseph B. Glover	5,000 00
Benjamin H. Goldsmith	11,199 68
Charlotte L. Goodnow	6,471 23
Charles G. Green	39,328 65
Mary Louise Greenleaf	199,189 94
Ellen Page Hall	10,037 78
Ellen Hammond	1,000 00
Hattie S. Hathaway	500 00
Jerusha F. Hathaway	5,000 00
Lucy Hathaway	4,577 00
Charles H. Hayden	27,461 01
John C. Haynes	1,000 00
Mary E. T. Healy	200 00
Joseph H. Heywood	500 00
Ira Hiland	3,893 37
George A. Hill	100 00
Margaret A. Holden	3,708 32
Charles Sylvester Hutchinson	2,156 00
Katharine C. Ireson	52,037 62
Eliza J. Kean	40,124 64
Ernestine M. Kettle	10,000 00
B. Marion Keyes	6,350 00
Lulu S. Kimball	10,000 00
Lydia F. Knowles	50 00
Catherine M. Lamson	6,000 00
Susan M. Lane	815 71
Benjamin Levy	500 00
E. E. Linderholm	505 56
William Litchfield	7,951 48
Mary I. Locke	8,361 89
Hannah W. Loring	9,500 00

Amounts carried forward \$1,454,544 63 \$717,077 42

<i>Amounts brought forward</i>	\$1,454,544 63	\$717,077 42
General funds— <i>Concluded</i>		
Adolph S. Lundin	100 00	
Susan B. Lyman	4,809 78	
Stephen W. Marston	5,000 00	
William H. Maynard	20,163 34	
Charles Merriam	1,000 00	
Joseph F. Noera	2,000 00	
Emily C. O'Shea	1,000 00	
Sarah Irene Parker	699 41	
William Prentiss Parker	2,500 00	
George Francis Parkman	50,000 00	
Grace Parkman	500 00	
Philip G. Peabody	1,200 00	
Elizabeth W. Perkins	2,000 00	
Edward D. Peters	500 00	
Sarah E. Pratt	2,988 34	
Grace E. Reed	5,054 25	
Matilda B. Richardson	300 00	
Anne Augusta Robinson	212 20	
Julia M. Roby	500 00	
Mary L. Ruggles	3,000 00	
Elizabeth H. Russell	500 00	
Marian Russell	5,000 00	
Nancy E. Rust	2,640 00	
Joseph Scholfield	2,500 00	
Sarah E. Seabury	3,116 01	
Richard Black Sewell	25,000 00	
Charles F. Sherman	2,000 00	
Margaret A. Simpson	968 57	
Ellen V. Smith	25,000 00	
Esther W. Smith	5,000 00	
The Maria Spear Bequest for the Blind	15,000 00	
Henry F. Spencer	1,000 00	
Cora N. T. Stearns	53,558 50	
Lucretia J. Stochr	2,967 26	
Joseph C. Storey	5,000 00	
Sophonra S. Sunbury	365 19	
Mary F. Swift	1,391 00	
William Taylor	893 36	
Joanna C. Thompson	1,000 00	
William Timlin	7,820 00	
Alice W. Torrey	71,560 00	
Mary Wilson Tucker	481 11	
George B. Upton	10,000 00	
Charles A. Vialle	1,990 00	
Abbie T. Vose	1,000 00	
Nancie S. Vose	300 00	
Horace W. Wadleigh	2,000 00	
Joseph K. Wait	3,000 00	
Harriet Ware	1,952 02	
Allena F. Warren	2,828 33	
William H. Warren	4,073 17	
Charles F. Webber	11,250 00	
Mary Ann P. Weld	2,000 00	
Oliver M. Wentworth	300 00	
Cordelia H. Wheeler	800 00	
Opha J. Wheeler	3,086 77	
Samuel Brenton Whitney	1,000 00	
Adelia C. Williams	1,000 00	
Mehitable C. C. Wilson	543 70	
Thomas T. Wyman	20,000 05	
Fanny Young	8,000 00	
William D. Young	1,000 00	
	<hr/>	1,866,956 99
		<hr/> <hr/>
		\$2,584,034 41

HOWE MEMORIAL PRESS FUND.

BALANCE SHEET, AUGUST 31, 1931.

Assets.

Equipment and supplies:—		
Printing plant	\$437	30
Machinery	2,593	37
Printing inventory	7,212	83
Appliances inventory	6,573	05
Embossing inventory	825	29
Stationery, etc., inventory	917	30
		<u>\$18,559 14</u>
Investments:—		
Stocks and bonds	302,308	79
Accounts receivable	5,335	00
Cash on hand	1,066	60
		<u>\$327,269 53</u>

Liabilities.

General account		\$297,266 70
Funds:—		
Special	\$12,000	00
Permanent	5,000	00
General	12,190	00
		<u>29,190 00</u>
Vouchers payable		812 83
		<u>\$327,269 53</u>

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1931.

Interest and dividends, general purposes	\$18,664	80
Interest and dividends, special funds	722	13
		<u>Total</u>
		\$19,386 93
Less Treasurer's expenses		50 00
		<u>Net income</u>
		\$19,336 93
Net charge to Director		13,177 50
		<u>Balance of income</u>
		<u>\$6,159 43</u>

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1931.

Maintenance and operation of plant:—		
Embossing	\$3,351	14
Printing	5,770	12
Appliances	8,287	60
Stationery	780	03
Library	3,065	63
Depreciation on machinery and equipment	375	42
Salaries	2,386	67
Loss on bad accounts	7	21
Miscellaneous	347	80
		<u>\$24,371 62</u>
Less:—		
Discounts	\$7	84
Sale of appliances	8,073	17
Sale of books, music, etc.	1,827	16
Books, embossing and supplies for Kindergarten, department of special studies	1,285	95
		<u>11,194 12</u>
Net charge to Director		\$13,177 50

HOWE MEMORIAL PRESS FUNDS.

Special funds:—		
Adeline A. Douglas (printing raised characters)	5,000 00	
Harriet S. Hazeltine (printing raised characters)	2,000 00	
Deacon Stephen Stickney Fund (books, maps and charts)	5,000 00	
		12,000 00
Permanent fund:—		
J. Pauline Schenkl		5,000 00
General funds:—		
Beggs Fund	900 00	
Joseph H. Center	1,000 00	
Augusta Wells	10,290 00	
		12,190 00
		<u>29,190 00</u>

KINDERGARTEN.

BALANCE SHEET, AUGUST 31, 1931.

	<i>Assets.</i>	
Plant:—		
Real estate, Watertown		\$410,408 16
Equipment:—		
Furniture and household	9,154 39	
Tools, etc.	3,576 91	
Music department	1,000 00	
Library department	73 14	
		13,804 44
Investments:—		
Real estate	376,940 77	
Stocks and bonds	1,793,135 39	
		2,170,076 16
Inventory of provisions and supplies		3,249 29
Loans receivable		500 00
Accounts receivable		4,445 42
Cash on hand		3,314 48
Total		<u>2,605,797 95</u>
	<i>Liabilities.</i>	
General account		\$797,302 76
Funds:—		
Special	23,985 35	
Permanent	206,693 89	
General	1,551,364 90	
		1,782,044 14
Unexpended income, special funds		7,941 59
Vouchers payable		4,632 90
Accounts payable		13,876 56
Total		<u>2,605,797 95</u>

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1931.

Rent net income		\$15,511 50
Interest and dividends, general purposes		101,167 64
Interest and dividends, special funds		1,410 20
Tuition and board, Massachusetts	27,040 00	
Tuition and board, others	19,840 00	
		46,880 00
Total		164,969 34
Less special fund income to special fund accounts	1,410 20	
Treasurer's miscellaneous expenses	2,252 77	
Repairs on account of faulty construction	1,257 31	
Pensions	1,100 00	
		6,020 28
Net income		\$158,949 06
Net charge to Director		144,576 59
Balance of income		<u>14,372 47</u>

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1931.

Administration:—			
Salaries and wages		\$9,768	30
Other expenses		598	23
			<hr/>
			\$10,366 53
Maintenance and operation of plant:—			
Salaries and wages		\$34,627	45
Other expenses:—			
Provisions	\$14,627	30	
Light, heat and power	8,164	73	
Tuition and board	16,465	18	
Household furnishings and supplies	3,587	05	
Depreciation on furniture, household equip- ment, tools, etc.	1,525	73	
Depreciation on buildings, Watertown	11,144	86	
Insurance and water	2,899	69	
Repairs	4,131	86	
Publicity	1,488	70	
Field workers	516	26	
Extraordinary expense	130	00	
Loss on bad accounts	51	18	
Psychological research work	147	06	
Miscellaneous	1,965	38	
			<hr/>
		66,844	98
			<hr/>
			101,472 43
Instruction and school supplies:—			
Salaries and wages		\$29,408	39
Other expenses		3,329	24
			<hr/>
			32,737 63
			<hr/>
Net charge to Director			\$144,576 59
			<hr/> <hr/>

Income Special Funds.

On hand September 1, 1930		\$7,226	90
Add income 1930-1931		1,410	20
			<hr/>
Total		\$8,637	10
Distributed		695	51
			<hr/>
Unexpended income August 31, 1931		\$7,941	59
			<hr/> <hr/>

KINDERGARTEN FUNDS.

Special funds:—			
Charles Wells Cook (scholarship)		\$5,000	00
Helen Atkins Edmands Memorial (scholarship)		5,000	00
Glover Fund (Albert Glover, blind deaf mutes)		1,054	10
Ira Hiland		1,000	00
Emmeline Morse Lane (books)		1,000	00
Leonard and Jerusha Hyde Room		4,000	00
Lucy H. Stratton (Anagnos Cottage)		6,931	25
			<hr/>
			\$23,985 35
Permanent funds:—			
Charles Tidd Baker		\$18,886	31
William Leonard Benedict, Jr., Memorial		1,000	00
Samuel A. Borden		4,675	00
A. A. C., in Memoriam		500	00
Helen G. Coburn		9,980	10
M. Jane Wellington Danforth Fund		10,000	00
Caroline T. Downes		12,950	00
Charles H. Draper		23,934	13
Eliza J. Bell Draper Fund		1,500	00
George R. Emerson		5,000	00
Mary Eveleth		1,000	00
Eugenia F. Farnham		1,015	00
Susan W. Farwell		500	00
John Foster		5,000	00
The Luther & Mary Gilbert Fund		8,541	77
Albert Glover		1,000	00
Mrs. Jerome Jones Fund		9,935	95
			<hr/>
Amounts carried forward		\$115,418	26
			<hr/>
			\$23,985 35

<i>Amounts brought forward</i>	\$115,418 26	\$23,985 35
Permanent funds — <i>Concluded</i>		
Charles Larned	5,000 00	
George F. Parkman	3,500 00	
Catherine P. Perkins	10,000 00	
Frank Davison Rust Memorial	15,600 00	
Caroline O. Seabury	1,000 00	
Phoebe Hill Simpson	3,446 11	
Eliza Sturgis Fund	21,729 52	
Abby K. Sweetser	25,000 00	
Hannah R. Sweetser Fund	5,000 00	
Levina B. Urbino	500 00	
May Rosevear White	500 00	
		206,693 89
General funds: —		
Emilie Albee	\$150 00	
Lydia A. Allen	748 38	
Michael Anagnos	3,000 00	
Harriet T. Andrew	5,000 00	
Martha B. Angell	34,200 79	
Mrs. William Appleton	18,000 00	
Elizabeth H. Bailey	500 00	
Eleanor J. W. Baker	2,500 00	
Ellen M. Baker	13,053 48	
Mary D. Balfour	100 00	
Mary D. Barrett	1,000 00	
Nancy Bartlett Fund	500 00	
Sidney Bartlett	10,000 00	
Emma M. Bass	1,000 00	
Thompson Baxter	322 50	
Robert C. Billings	10,000 00	
Sarah Bradford	100 00	
Helen C. Bradlee	140,000 00	
J. Putnam Bradley	168,391 24	
Charlotte A. Bradstreet	13,576 19	
Ellen F. Bragg	8,006 69	
Lucy S. Brewer	2,791 18	
Sarah Crocker Brewster	500 00	
Ellen Sophia Brown	1,000 00	
Rebecca W. Brown	8,977 55	
Harriet Tilden Browne	2,000 00	
Katherine E. Bullard	2,500 00	
Annie E. Caldwell	5,000 00	
John W. Carter	500 00	
Kate H. Chamberlin	5,715 07	
Adeline M. Chapin	400 00	
Benjamin P. Cheney	5,000 00	
Fanny C. Coburn	424 06	
Charles H. Colburn	1,000 00	
Helen Collamore	5,000 00	
Anna T. Coolidge	53,873 38	
Mrs. Edward Cordis	300 00	
Sarah Silver Cox	5,000 00	
Susan T. Crosby	100 00	
Margaret K. Cummings	5,000 00	
James H. Danforth	1,000 00	
Catherine L. Donnison Memorial	1,000 00	
George E. Downes	3,000 00	
Amanda E. Dwight	6,295 00	
Lucy A. Dwight	4,000 00	
Mary E. Emerson	1,000 00	
Mary B. Emmons	1,000 00	
Arthur F. Estabrook	2,000 00	
Ida F. Estabrook	2,114 00	
Orient H. Eustis	500 00	
Annie Louisa Fay Memorial	1,000 00	
Sarah M. Fay	15,000 00	
Charlotte M. Fiske	5,000 00	
Ann Maria Fosdick	14,333 79	
Nancy H. Fosdick	3,937 21	
Margaret W. Frothingham	500 00	
Elizabeth W. Gay	7,931 00	
<i>Amounts carried forward</i>	\$604,841 51	\$230,679 24

<i>Amounts brought forward</i>	\$604,841 51	\$230,679 24
<i>General funds — Continued</i>		
Ellen M. Gifford	5,000 00	
Joseph P. Glover	5,000 00	
Matilda Goddard	300 00	
Maria L. Gray	200 00	
Caroline H. Greene	1,000 00	
Mary L. Greenleaf	5,157 75	
Josephine S. Hall	3,000 00	
Allen Haskell	500 00	
Mary J. Haskell	8,687 65	
Olive E. Hayden	4,622 45	
Jane H. Hodges	300 00	
Margaret A. Holden	2,360 67	
Marion D. Hollingsworth	1,000 00	
Frances H. Hood	100 00	
Abigail W. Howe	1,000 00	
Martha R. Hunt	10,000 00	
Ezra S. Jackson	688 67	
Caroline E. Jenks	100 00	
Ellen M. Jones	500 00	
Hannah W. Kendall	2,515 38	
Clara P. Kimball	10,000 00	
David P. Kimball	5,000 00	
Moses Kimball	1,000 00	
Ann E. Lambert	700 00	
Jean Munroe Le Brun	1,000 00	
Willard H. Lethbridge	28,179 41	
William Litchfield	6,800 00	
Mary Ann Locke	5,874 00	
Robert W. Lord	1,000 00	
Elisha T. Loring	5,000 00	
Sophia N. Low	1,000 00	
Thomas Mack	1,000 00	
Augustus D. Manson	8,134 00	
Calanthe E. Marsh	19,011 95	
Sarah L. Marsh	1,000 00	
Waldo Marsh	500 00	
Annie B. Matthews	15,000 00	
Rebecca S. Melvin	23,545 55	
Georgina Merrill	4,773 80	
Louise Chandler Moulton	10,000 00	
Maria Murdock	1,000 00	
Mary Abbie Newell	5,903 65	
Margaret S. Otis	1,000 00	
Jeannie Warren Paine	1,000 00	
Anna R. Palfrey	50 00	
Sarah Irene Parker	699 41	
Helen M. Parsons	500 00	
Edward D. Peters	500 00	
Henry M. Peyser	5,678 25	
Mary J. Phipps	2,000 00	
Caroline S. Pickman	1,000 00	
Katherine C. Pierce	5,000 00	
Helen A. Porter	50 00	
Sarah E. Potter Endowment	425,014 44	
Francis L. Pratt	100 00	
Mary S. C. Reed	5,000 00	
William Ward Rhoades	7,507 86	
Jane Roberts	93,025 55	
John M. Rodocanachi	2,250 00	
Dorothy Roffe	500 00	
Rhoda Rogers	500 00	
Mrs. Benjamin S. Rotch	8,500 00	
Edith Rotch	10,000 00	
Rebecca Salisbury	200 00	
J. Pauline Schenk	5,000 00	
Joseph Scholfield	3,000 00	
Eliza B. Seymour	5,000 00	
Esther W. Smith	5,000 00	
Annie E. Snow	9,903 27	
Adelaide Standish	5,000 00	
<i>Amounts carried forward</i>	\$1,415,275 22	\$230,679 24

<i>Amounts brought forward</i>	\$1,415,275 22	\$230,679 24
General funds — <i>Concluded</i>		
Elizabeth G. Stuart	2,000 00	
Benjamin Sweetzer	2,000 00	
Harriet Taber Fund	622 81	
Sarah W. Taber	1,000 00	
Mary L. Talbot	630 00	
Cornelia V. R. Thayer	10,000 00	
Delia D. Thorndike	5,000 00	
Elizabeth L. Tilton	300 00	
Betsey B. Tolman	500 00	
Transcript, ten dollar fund	5,666 95	
Mary Wilson Tucker	481 11	
Mary B. Turner	7,582 90	
Royal W. Turner	24,082 00	
Minnie H. Underhill	1,000 00	
Charles A. Vialle	1,990 00	
Rebecca P. Wainwright	1,000 00	
George W. Wales	5,000 00	
Maria W. Wales	20,000 00	
Mrs. Charles E. Ware	4,000 00	
Rebecca B. Warren	5,000 00	
Jennie A. (Shaw) Waterhouse	565 84	
Mary H. Watson	100 00	
Ralph Watson Memorial	237 92	
Isabella M. Weld	14,795 06	
Mary Whitehead	666 00	
Evelyn A. Whitney Fund	4,888 00	
Julia A. Whitney	100 00	
Sarah W. Whitney	150 62	
Betsy S. Wilder	500 00	
Hannah Catherine Wiley	200 00	
Mary W. Wiley	150 00	
Mary Williams	5,000 00	
Almira F. Winslow	306 80	
Eliza C. Winthrop	5,041 67	
Harriet F. Wolcott	5,532 00	
	<hr/>	1,551,364 90
		<hr/> <hr/>
		\$1,782,044 14

CONTRIBUTIONS FOR THE PERKINS INSTITUTION.

SEPTEMBER 1, 1930 — AUGUST 31, 1931.

PRESCOTT FUND FOR SCHOLARSHIP EXPENSE.

Through the Ladies' Auxiliary Society (Miss M. M. BURNELL, *Treasurer*):—

Annual subscriptions (see below)	\$988 00
Donations (see below)	1,605 00
Cambridge Branch (see below)	77 00
Dorchester Branch (see below)	32 00
Lynn Branch (see below)	36 00
Milton Branch (see below)	22 00

\$2,760 00

ANNUAL SUBSCRIPTIONS.

<table style="width: 100%; border-collapse: collapse;"> <tr><td>Adams, Mrs. Waldo</td><td style="text-align: right;">\$5 00</td></tr> <tr><td>Amory, Mrs. William</td><td style="text-align: right;">25 00</td></tr> <tr><td>Atkins, Mrs. E. F.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Badger, Mrs. Wallis B.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Balch, Mrs. Franklin C.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Baldwin, Mrs. J. C. T.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Bangs, Mrs. Francis R.</td><td style="text-align: right;">10 00</td></tr> <tr><td>Barnet, Mrs. S. J.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Beal, Mrs. Boylston A.</td><td style="text-align: right;">10 00</td></tr> <tr><td>Bruerton, Mr. Courtney, in mem- ory of his mother, Mrs. James Bruerton</td><td style="text-align: right;">5 00</td></tr> <tr><td>Carter, Mr. and Mrs. Richard B.</td><td style="text-align: right;">10 00</td></tr> <tr><td>Chamberlain, Mrs. M. L.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Chandler, Mrs. Francis W.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Chapin, Mrs. Henry B.</td><td style="text-align: right;">10 00</td></tr> <tr><td>Chapman, Miss Emily D.</td><td style="text-align: right;">2 00</td></tr> <tr><td>Clark, Mrs. Frederic S.</td><td style="text-align: right;">10 00</td></tr> <tr><td>Clement, Mrs. Hazen</td><td style="text-align: right;">5 00</td></tr> <tr><td>Cobb, Mrs. Charles K.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Codman, Miss Catherine Amory</td><td style="text-align: right;">10 00</td></tr> <tr><td>Coffin, Mrs. Rockwell A.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Conant, Mr. Edward D.</td><td style="text-align: right;">10 00</td></tr> <tr><td>Cox, Mrs. Wm. E.</td><td style="text-align: right;">10 00</td></tr> <tr><td>Craig, Mrs. Helen M.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Craigin, Dr. George A.</td><td style="text-align: right;">10 00</td></tr> <tr><td>Curtis, Miss Mary G.</td><td style="text-align: right;">10 00</td></tr> <tr><td>Cushing, Miss Sarah P.</td><td style="text-align: right;">10 00</td></tr> <tr><td>Cushing, Mrs. H. W.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Cutler, Mrs. C. F.</td><td style="text-align: right;">10 00</td></tr> <tr><td>Cutler, Mrs. E. G.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Damon, Mrs. J. L.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Denny, Mrs. Arthur B.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Dwight, Mrs. Thomas</td><td style="text-align: right;">1 00</td></tr> <tr><td>Edmands, Mrs. M. Grant</td><td style="text-align: right;">10 00</td></tr> <tr><td>Eliot, Mrs. Amory</td><td style="text-align: right;">5 00</td></tr> <tr><td>Elms, Miss Florence G.</td><td style="text-align: right;">2 00</td></tr> <tr><td>Emerson, Mr. and Mrs. Wm.</td><td style="text-align: right;">25 00</td></tr> <tr><td>Emmons, Mrs. R. W., 2d</td><td style="text-align: right;">50 00</td></tr> <tr><td>Ernst, Mrs. Harold C.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Field, Mrs. D. W.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Frary, Mrs. A. C.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Friedman, Mrs. Max</td><td style="text-align: right;">10 00</td></tr> </table>	Adams, Mrs. Waldo	\$5 00	Amory, Mrs. William	25 00	Atkins, Mrs. E. F.	5 00	Badger, Mrs. Wallis B.	5 00	Balch, Mrs. Franklin C.	5 00	Baldwin, Mrs. J. C. T.	5 00	Bangs, Mrs. Francis R.	10 00	Barnet, Mrs. S. J.	5 00	Beal, Mrs. Boylston A.	10 00	Bruerton, Mr. Courtney, in mem- ory of his mother, Mrs. James Bruerton	5 00	Carter, Mr. and Mrs. Richard B.	10 00	Chamberlain, Mrs. M. L.	5 00	Chandler, Mrs. Francis W.	5 00	Chapin, Mrs. Henry B.	10 00	Chapman, Miss Emily D.	2 00	Clark, Mrs. Frederic S.	10 00	Clement, Mrs. Hazen	5 00	Cobb, Mrs. Charles K.	5 00	Codman, Miss Catherine Amory	10 00	Coffin, Mrs. Rockwell A.	5 00	Conant, Mr. Edward D.	10 00	Cox, Mrs. Wm. E.	10 00	Craig, Mrs. Helen M.	5 00	Craigin, Dr. George A.	10 00	Curtis, Miss Mary G.	10 00	Cushing, Miss Sarah P.	10 00	Cushing, Mrs. H. W.	5 00	Cutler, Mrs. C. F.	10 00	Cutler, Mrs. E. G.	5 00	Damon, Mrs. J. L.	5 00	Denny, Mrs. Arthur B.	5 00	Dwight, Mrs. Thomas	1 00	Edmands, Mrs. M. Grant	10 00	Eliot, Mrs. Amory	5 00	Elms, Miss Florence G.	2 00	Emerson, Mr. and Mrs. Wm.	25 00	Emmons, Mrs. R. W., 2d	50 00	Ernst, Mrs. Harold C.	5 00	Field, Mrs. D. W.	5 00	Frary, Mrs. A. C.	5 00	Friedman, Mrs. Max	10 00	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;"><i>Amount brought forward</i></td> <td style="text-align: right;">\$350 00</td> </tr> <tr><td>Frothingham, Mrs. Langdon</td><td style="text-align: right;">5 00</td></tr> <tr><td>Frothingham, Mrs. Randolph</td><td style="text-align: right;">5 00</td></tr> <tr><td>Grant, Judge and Mrs. Robert</td><td style="text-align: right;">10 00</td></tr> <tr><td>Gray, Mrs. Reginald</td><td style="text-align: right;">20 00</td></tr> <tr><td>Grosberg, Mrs. Oscar</td><td style="text-align: right;">5 00</td></tr> <tr><td>Harrington, Mrs. Francis B.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Haven, Mrs. Edward B.</td><td style="text-align: right;">3 00</td></tr> <tr><td>Hayward, Mrs. G. G.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Herman, Mrs. Joseph M.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Hight, Mrs. C. A.</td><td style="text-align: right;">10 00</td></tr> <tr><td>Hills, Mrs. Edwin A.</td><td style="text-align: right;">10 00</td></tr> <tr><td>Holbrook, Mrs. Walter H.</td><td style="text-align: right;">3 00</td></tr> <tr><td>Hooper, Miss Adeline D.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Hooper, Mrs. James R.</td><td style="text-align: right;">20 00</td></tr> <tr><td>Howard, Mrs. P. B.</td><td style="text-align: right;">2 00</td></tr> <tr><td>Howland, Mrs. Maude M.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Johnson, Mr. Arthur S.</td><td style="text-align: right;">10 00</td></tr> <tr><td>Johnson, Mrs. F. W.</td><td style="text-align: right;">1 00</td></tr> <tr><td>Kettle, Mrs. C. 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M.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Morrison, Miss Jean E.</td><td style="text-align: right;">3 00</td></tr> <tr><td>Morrison, Mrs. W. A.</td><td style="text-align: right;">1 00</td></tr> <tr><td>Moses, Mrs. George</td><td style="text-align: right;">2 00</td></tr> <tr><td>Moses, Mrs. Joseph</td><td style="text-align: right;">5 00</td></tr> <tr><td>Nathan, Mrs. Jacob</td><td style="text-align: right;">2 00</td></tr> <tr><td>Nathan, Mrs. John</td><td style="text-align: right;">5 00</td></tr> <tr><td>Olmsted, Mrs. J. C.</td><td style="text-align: right;">5 00</td></tr> <tr><td>Page, Mrs. Calvin Gates</td><td style="text-align: right;">2 00</td></tr> <tr><td>Pecker, Miss Annie J.</td><td style="text-align: right;">10 00</td></tr> </table>	<i>Amount brought forward</i>	\$350 00	Frothingham, Mrs. Langdon	5 00	Frothingham, Mrs. Randolph	5 00	Grant, Judge and Mrs. Robert	10 00	Gray, Mrs. Reginald	20 00	Grosberg, Mrs. Oscar	5 00	Harrington, Mrs. Francis B.	5 00	Haven, Mrs. Edward B.	3 00	Hayward, Mrs. G. G.	5 00	Herman, Mrs. Joseph M.	5 00	Hight, Mrs. C. A.	10 00	Hills, Mrs. Edwin A.	10 00	Holbrook, Mrs. Walter H.	3 00	Hooper, Miss Adeline D.	5 00	Hooper, Mrs. James R.	20 00	Howard, Mrs. P. B.	2 00	Howland, Mrs. Maude M.	5 00	Johnson, Mr. Arthur S.	10 00	Johnson, Mrs. F. W.	1 00	Kettle, Mrs. C. L.	1 00	Kilham, Miss Annie M.	25 00	Kimball, Mr. Edward P.	5 00	Kingsley, Mrs. Robert C.	5 00	Ledyard, Mrs. Lewis C.	5 00	Little, Mrs. David M.	10 00	Locke, Mrs. Charles A.	10 00	Lothrop, Miss Mary B.	5 00	Lowell, Mrs. John	5 00	Mainster, Mrs. Sarah	3 00	Mansfield, Mrs. George S.	2 00	Mansur, Mrs. Martha P.	5 00	Mason, Miss Fanny P.	10 00	Merrill, Mrs. L. M.	5 00	Morrison, Miss Jean E.	3 00	Morrison, Mrs. W. A.	1 00	Moses, Mrs. George	2 00	Moses, Mrs. Joseph	5 00	Nathan, Mrs. Jacob	2 00	Nathan, Mrs. John	5 00	Olmsted, Mrs. J. C.	5 00	Page, Mrs. Calvin Gates	2 00	Pecker, Miss Annie J.	10 00
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<i>Amount brought forward</i>	\$610 00	<i>Amount brought forward</i>	\$768 00
Peckerman, Mrs. E. R.	2 00	Stevens, Miss Alice B.	5 00
Pickman, Mrs. Dudley L.	25 00	Taff, Mrs. Wm. W.	2 00
Putnam, Mrs. James J.	5 00	Thomson, Mrs. Arthur C.	5 00
Ratschesky, Mrs. I. A.	5 00	Thorndike, Mrs. A. A.	5 00
Reed, Mrs. Arthur	2 00	Thorndike, Mrs. Augustus L.	5 00
Rice, Estate of Nannie R.	50 00	Tileston, Mrs. John B.	5 00
Robbins, Mrs. Reginald L.	3 00	Traiser, Miss Fannie J.	5 00
Rogers, Mrs. R. K.	5 00	Ward, Miss Anita S.	10 00
Rosenbaum, Mrs. Henry	2 00	Warren, Mrs. Bayard	25 00
Ross, Mrs. Waldo O.	5 00	Warshauer, Mrs. Isador	1 00
Rowlett, Mrs. Thomas S.	1 00	White, Miss E. O.	25 00
Russell, Miss Catherine E.	5 00	Whitman, Mrs. Wm., Jr. (\$25 for 1930)	50 00
Sargent, Mrs. F. W.	15 00	Willson, Miss Lucy B.	10 00
Shepard, Mr. Thomas H.	5 00	Windram, Mrs. W. T.	50 00
Sherwin, Mrs. Thomas	5 00	Withington, Miss Anna S.	2 00
Stackpole, Mrs. F. D.	5 00	Wolcott, Mrs. Roger	5 00
Stackpole, Miss Roxana	5 00	Young, Mrs. B. L.	10 00
Stearns, Mr. Charles H.	10 00		
Stearns, Mrs. Wm. Brackett	3 00		
			\$988 00
<i>Amount carried forward</i>	\$768 00		

DONATIONS.

Adams, Mrs. Charles H.	\$5 00	<i>Amount brought forward</i>	\$868 00
Adams, Mr. George	2 00	Lawrence, Mrs. John	25 00
Agoos Family Fund	100 00	L., E.	10 00
Allen, Mrs. Thomas	5 00	Lee, Mrs. George	5 00
Barnes, Mr. and Mrs. Joel M.	10 00	Leland, Miss Ella A.	15 00
Bartol, Mrs. John W.	10 00	Leland, Mrs. Lester	100 00
Bayley, Mrs. Martha R.	5 00	Lothrop, Mrs. W. S. H. (for 1930 and 1931)	20 00
Baylies, Mrs. Walter C.	10 00	Lowell, Miss Lucy	5 00
Bicknell, Mrs. Wm. J.	3 00	Lyman, Mrs. George H.	10 00
Bigelow, Mrs. J. S.	10 00	Mason, Mrs. C. E.	50 00
Birdsall, Mr. Arthur W.	5 00	McKee, Mrs. Wm. C.	5 00
Blake, Arthur W.	5 00	Merriam, Mrs. Frank	10 00
Blake, Mrs. Francis	10 00	Merriman, Mrs. Daniel	5 00
Bradt, Mrs. Julia B.	5 00	Mills, Mrs. D. T.	10 00
Brett, Miss Anna K.	10 00	Monks, Mrs. George H.	20 00
Bullens, Miss Charlotte L.	2 00	Morss, Mrs. Everett	5 00
Burnham, Mrs. H. D.	10 00	Nazro, Mrs. F. H.	2 00
Carpenter, Mrs. George A.	5 00	Parker, Miss Eleanor S.	10 00
Carter, Mrs. John W.	10 00	Peabody, Mr. Harold	5 00
Cheney, Mr. Charles W.	10 00	Pfaelzer, Mrs. F. T.	10 00
Cotton, Miss Elizabeth A.	200 00	Pitman, Mrs. B. F.	10 00
Crowninshield, Mr. Francis B.	25 00	Prince, Mrs. Morton	10 00
Edgar, Mrs. Charles L.	10 00	Punchard, Miss Abbie L.	5 00
Evans, Mrs. Glendower	20 00	Rice, Mrs. Wm. B.	10 00
Fay, Miss Sarah B.	25 00	Richards, Miss Alice A.	10 00
Ferrin, Mr. and Mrs. F. M.	10 00	Richardson, Mrs. John	3 00
Frothingham, Mrs. L. A.	25 00	Richardson, The Misses	1 00
Gage, Mrs. Homer	50 00	Riley, Charles E.	50 00
Grandgent, Prof. Charles H.	5 00	Ripley, Mr. Frederick H.	2 00
Gray, Mrs. John Chipman	25 00	Robbins, Mrs. Royal	5 00
Greenough, Mrs. H. V.	25 00	Rosenbaum, Mrs. Louis	5 00
Grosberg Family Fund	100 00	Sanger, Mr. Sabin P.	5 00
Guild, Mrs. S. Eliot	10 00	Saunders, Elizabeth E., in mem- ory of her mother, Mrs. D. E. Saunders	2 00
Harris, Miss Frances K.	2 00	School Public Health Child Hy- giene	30 00
Hatch, Mrs. Fred W.	2 00	Sears, Mr. Herbert M.	25 00
Hersey, Mrs. Alfred H.	5 00	Sears, Mrs. Richard D.	20 00
Houghton, Miss Elizabeth G.	10 00	Sias, Mrs. Charles D.	25 00
Hubbard, Mrs. Eliot	10 00	Sias, Miss Martha G.	10 00
Hyneman, Mrs. Louis	2 00	Slattery, Mrs. Wm.	2 00
In memory of Mrs. Harriet L. Thayer, through Mrs. Henry V. Brown	5 00	Spalding, Miss Dora N.	10 00
Iasigi, Miss Mary V.	5 00	Sprague, Mrs. Charles	1 00
Joy, Mrs. Charles H.	10 00		
Karolik, Mrs. Maxim	5 00		
Kimball, Miss Hannah H.	50 00		
		<i>Amount carried forward</i>	\$1,431 00
<i>Amount carried forward</i>	\$868 00		

<i>Amount brought forward</i> . . .	\$1,431 00	<i>Amount brought forward</i> . . .	\$1,505 00
St. John, Mrs. C. Henry, in mem- ory of her mother, Mrs. I. H. Russell	5 00	Vickery, Mrs. Herman F.	5 00
Stearns, Wm. B.	2 00	Wadsworth, Mrs. A. F.	10 00
Stone, Mrs. E. P.	5 00	Wadsworth, Mrs. W. Austin	10 00
Storrow, Mrs. James J.	25 00	Walker, Mrs. W. H.	10 00
Strauss, Mrs. Louis	5 00	Webster, Mrs. F. G.	25 00
Thayer, Mrs. Ezra Ripley	10 00	Williams, Mrs. Arthur	5 00
Thayer, Mrs. Wm. G.	10 00	Williams, Mrs. C. A.	5 00
Thorndike, Mrs. Augustus	5 00	Williams, Mrs. Jeremiah	5 00
Tucker, Mrs. J. Alfred	7 00	Wright, Mr. George R.	15 00
		Ziegel, Mr. Louis	10 00
<i>Amount carried forward</i> . . .	\$1,505 00		\$1,605 00

CAMBRIDGE BRANCH.

Agassiz, Mr. Max	\$25 00	<i>Amount brought forward</i> . . .	\$40 00
Boggs, Mrs. Edwin P.	2 00	Roberts, Mrs. Coolidge S.	25 00
Francke, Mrs. Kuno	5 00	Thorp, Mrs. J. G.	10 00
Goodale, Mrs. George L.	1 00	Wesselhoef, Mrs. Walter	2 00
Kennedy, Mrs. F. L.	5 00		\$77 00
Richards, Miss L. B.	2 00		
<i>Amount carried forward</i> . . .	\$40 00		

DORCHESTER BRANCH.

Churchill, Judge J. R.	\$1 00	<i>Amount brought forward</i> . . .	\$11 00
Churchill, Mrs. J. R.	1 00	Preston, Miss Myra C.	2 00
Cushing, Miss Susan T.	2 00	Read, Mrs. G. M.	1 00
Faunce, Miss Eliza H., in mem- ory of her mother, Mrs. Sewall A. Faunce	1 00	Sayward, Mrs. W. H.	2 00
Hall, Mrs. Henry, donation	2 00	Whitcher, Mr. Frank W., dona- tion	5 00
Humphreys, Mrs. Richard C.	2 00	Wood, Mrs. Wm. A.	10 00
Jordan, Miss Ruth A.	2 00	Woodberry, Miss Mary	1 00
<i>Amount carried forward</i> . . .	\$11 00		\$32 00

LYNN BRANCH.

Caldwell, Mrs. Ellen F.	\$1 00	<i>Amount brought forward</i> . . .	\$11 00
Earp, Miss Emily A.	2 00	Smith, Mrs. Joseph N., donation	25 00
Elmer, Mrs. V. J.	5 00		\$36 00
Page, Miss E. D.	3 00		
<i>Amount carried forward</i> . . .	\$11 00		

MILTON BRANCH.

Jaques, Miss Helen	\$10 00	<i>Amount brought forward</i> . . .	\$17 00
Klous, Mrs. H. D.	2 00	Ware, Mrs. Arthur L.	5 00
Rivers, Mrs. G. R. R.	5 00		\$22 00
<i>Amount carried forward</i> . . .	\$17 00		

All contributors to the fund are respectfully requested to peruse the above lists, and to report either to ALBERT THORNDIKE, Treasurer, No. 10 Post Office Square, Boston, or to the Director, GABRIEL FARRELL, Watertown, any omissions or inaccuracies which they may find in it.

ALBERT THORNDIKE,
Treasurer.

NO. 10 POST OFFICE SQUARE, BOSTON.

FORM OF BEQUEST.

I hereby give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, the sum of _____ dollars (\$ _____), the same to be applied to the general uses and purposes of said corporation under the direction of its Board of Trustees; and I do hereby direct that the receipt of the Treasurer for the time being of said corporation shall be a sufficient discharge to my executors for the same.

.....

FORM OF DEVISE OF REAL ESTATE.

I give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, that certain tract of real estate bounded and described as follows: —

(Here describe the real estate accurately)

with full power to sell, mortgage and convey the same free of all trusts.

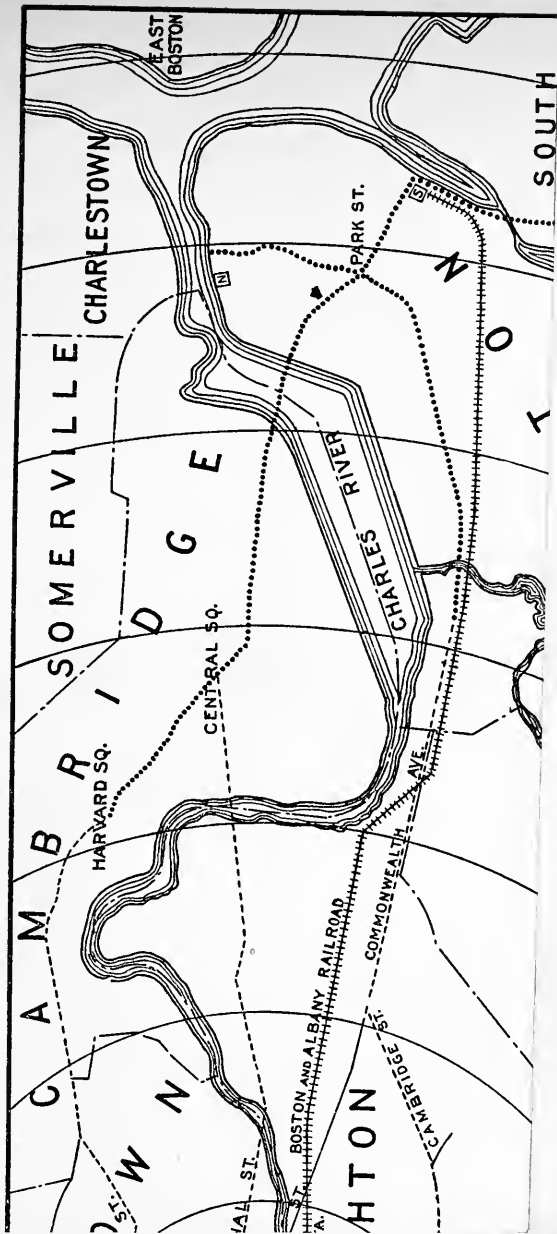
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NOTICE.

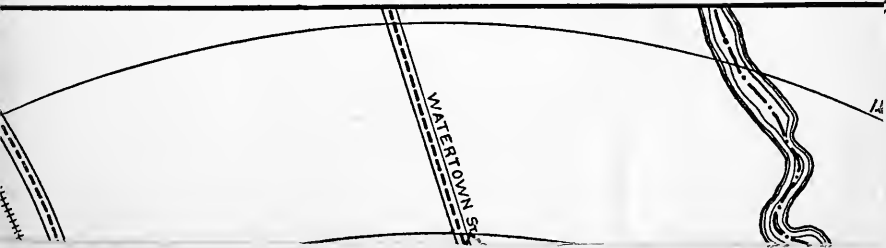
The address of the treasurer of the corporation is as follows:

ALBERT THORNDIKE,
No. 10 Post Office Square, Room 658,
Boston.

EACH PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.

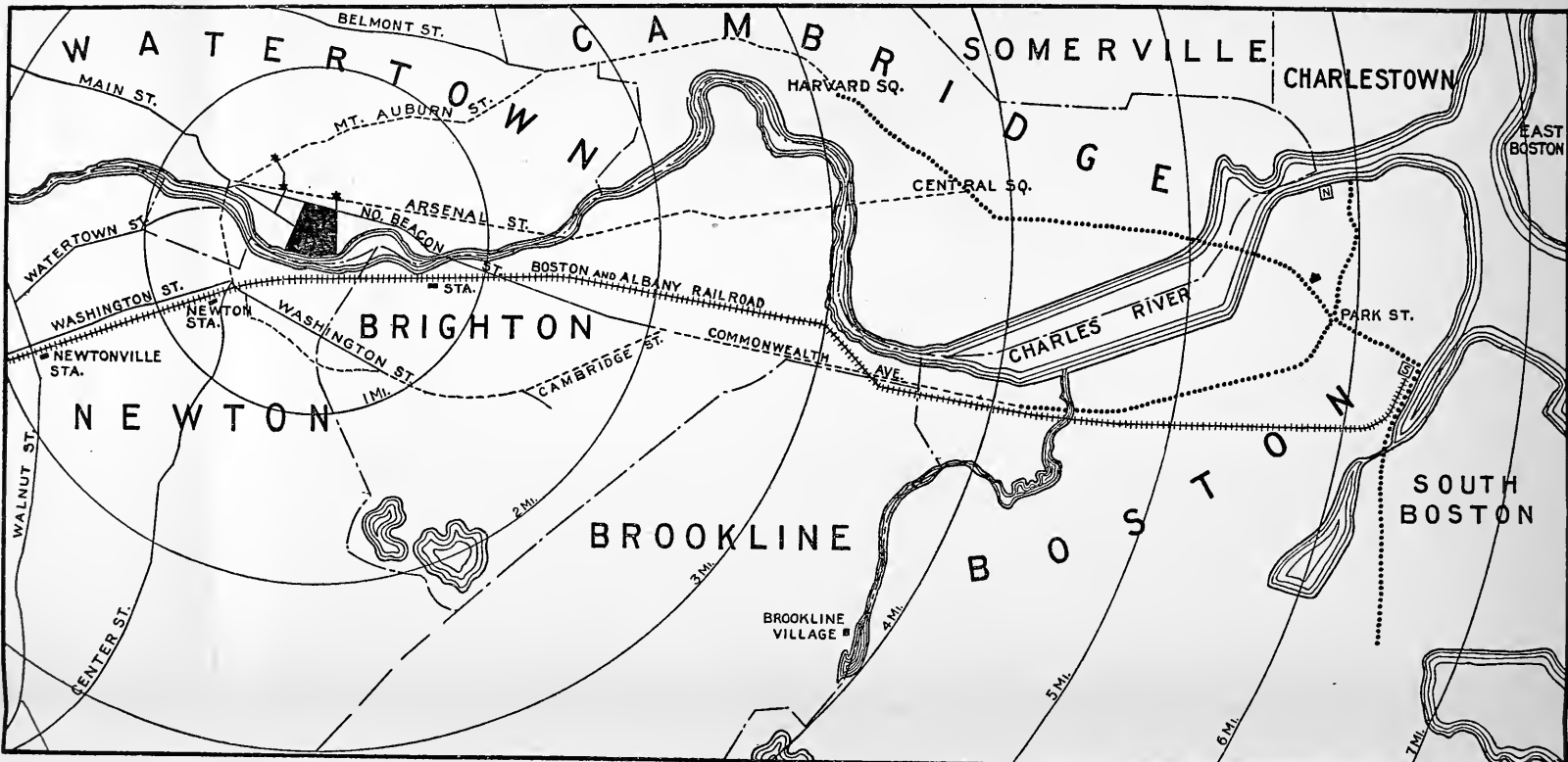


T OF PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.



- ★ CAR STOPS.
- CAR LINES.
- SUBWAYS.

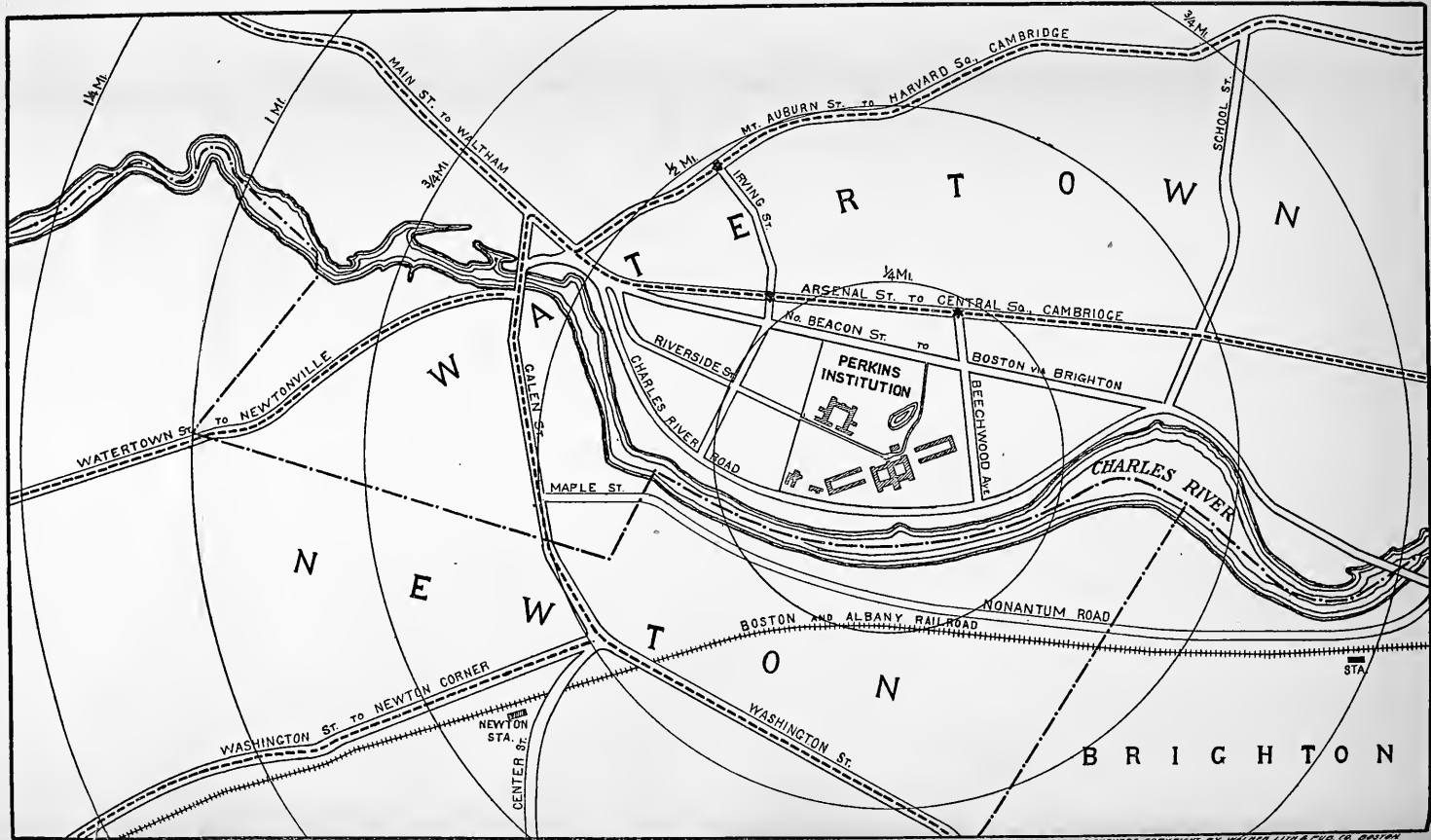
HOW TO REACH PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.



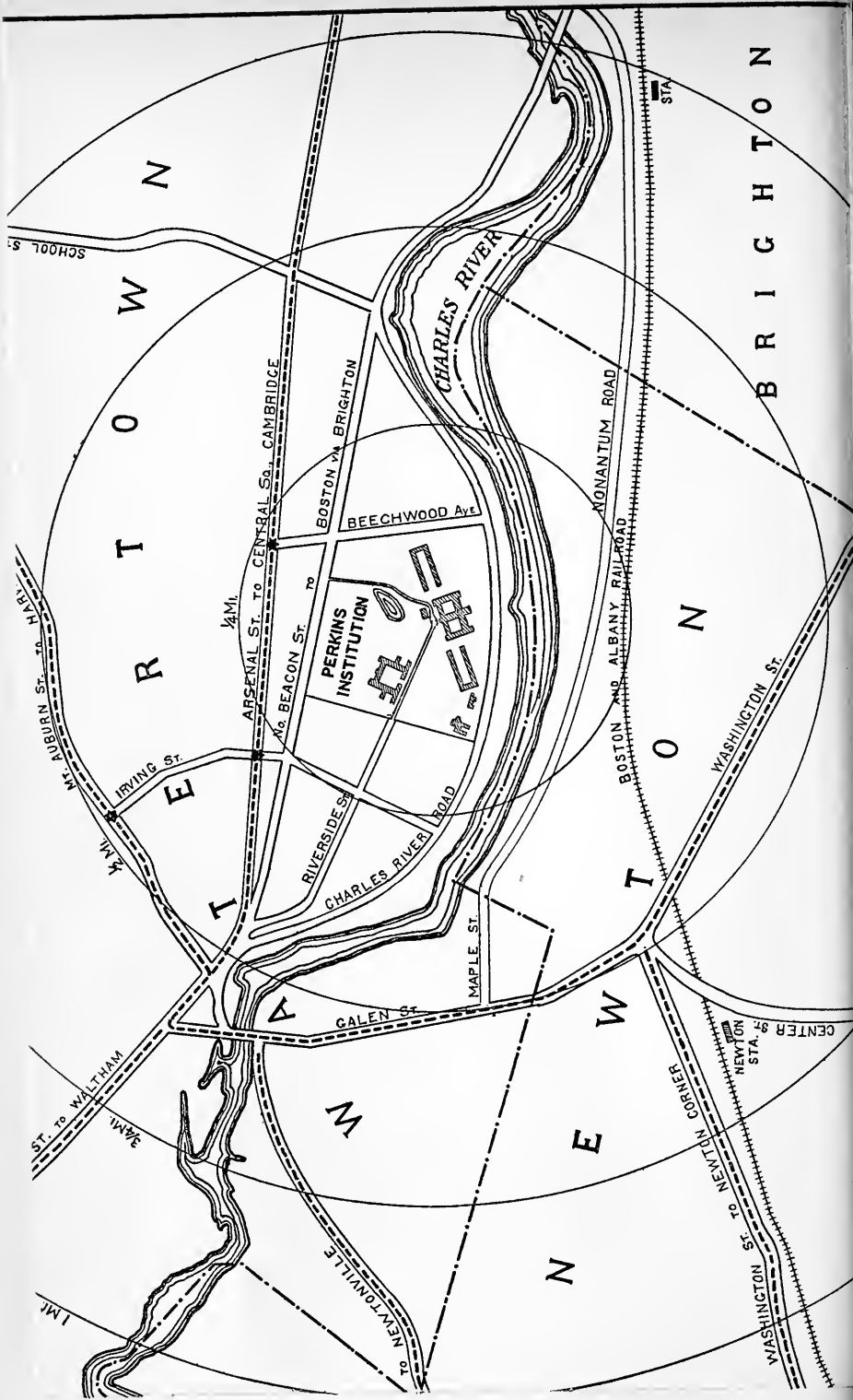
FROM MAP OF BOSTON METROPOLITAN DISTRICT COPYRIGHT BY WALKER LITH & PUBLISHING CO.

★ CAR STOPS.
----- CAR LINES.

ENVIRONMENT OF PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.



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SCHOOL ST.

MT. AUBURN ST. TO HAVERTY

IRVING ST.
1/2 MI.

1/4 MI.
ARSENAL ST. TO CENTRAL SQ., CAMBRIDGE

1/2 MI.
TO BEACON ST.

BOSTON ON BRIGHTON

BEECHWOOD AVE

PERKINS INSTITUTION

RIVERSIDE ST.

CHARLES RIVER ROAD

MAPLE ST.

GALEN ST.

MONANTUM ROAD

BOSTON AND ALBANY RAILROAD

STA

1 3/4 MI.
ST. TO WALTHAM

1 MI.

TO NEWTONVILLE

CENTER ST. STATION

NEWTON CORNER

WASHINGTON ST. TO NEWTON CORNER

WASHINGTON ST.





The Tower and Chapel

One Hundred and First
Annual Report
of
Perkins Institution
and
Massachusetts School
for the Blind

Incorporated March 2, 1829



1932

Offices of Administration and Schools
Watertown

THE WORKSHOP
549 E. Fourth Street
South Boston

THE SALESROOM
133 Newbury Street
Boston

CALENDAR

1932 - 1933

- September 12. Stated meeting of Trustees.
September 12. Pupils' return.
September 12. Faculty meeting.
September 13. Opening of school.
October 3. Executive committee meeting.
October 8. Girls' intercottage outdoor field sports.
October 19. Director's reception.
October 28-31. Hallowe'en parties.
November 7. Annual Meeting of Corporation.
November 9-10. CENTENNIAL EXERCISES.
November 14. Faculty meeting.
November 18. Piano recital by William Strong.
November 23-27. Thanksgiving recess.
December 5. Stated meeting of Trustees.
December 12. Faculty meeting.
December 18. Christmas carols.
December 19. Chorus singing with Watertown Woman's Club,
Dwight Hall.
December 22. January 2, 1933, Christmas vacation.
January 2. Executive committee meeting.
January 9. Faculty meeting.
February 6. Executive committee meeting.
February 13. Faculty meeting.
February 22. Public demonstration of pupils' activities.
March 6. Stated meeting of Trustees.
March 13. Faculty meeting.
April 3. Executive committee meeting.
April 7-17. Easter vacation.
May 1. Executive committee meeting.
May 7. Annual spring concert.
May 8. Faculty meeting.
May 30. Holiday.
June 5. Stated meeting of Trustees.
June 7. Girls' musicale.
June 8. Alumnae Day.
June 12. Faculty meeting.
June 15. Eighth Grade Boys' Graduation.
June 15. Girls' dance.
June 16. Eighth Grade Girls' Graduation.
June 16. Boys' reception.
June 17. Graduation Exercises.
June 17. Alumni Day.
June 17-September 13. Summer vacation.
July 3. Executive committee meeting.

PERKINS INSTITUTION

HISTORY

IN 1826 Dr. John D. Fisher returned to Boston from Paris resolved to provide for the blind of Massachusetts the same care afforded them in France. Enlisting the aid of friends, a committee was formed and upon petition to the Legislature an Act of Incorporation was granted on March 2, 1829, establishing "The New England Asylum for the Blind," the first school for those without sight in America. In 1831 Dr. Samuel Gridley Howe, just returned from participation in the Greek wars, was elected the first director and in August, 1832, the first classes were held in the house of Dr. Howe's father on Pleasant Street.

During the early years Col. Thomas H. Perkins became interested in the little school and gave for its use his large house on Pearl Street. The need for larger quarters was soon apparent, and in 1839 the great hotel in South Boston was purchased. This purchase was made possible by the assent of Col. Perkins to the sale of the house that he had given to the school. Because of this magnanimous attitude of Col. Perkins the trustees renamed the school "Perkins Institution and Massachusetts Asylum for the Blind." This name was changed in 1877 to the present name, "Perkins Institution and Massachusetts School for the Blind."

Dr. Howe directed the growing work of Perkins Institution for forty years and was succeeded in 1876 by his Greek protégé and son-in-law, Michael Anagnos. Mr. Anagnos created the Howe Memorial Press for publishing embossed books and for the manufacture of appliances for the education of the blind. In 1887 he founded the Kindergarten in Jamaica Plain, the first school for little blind children in the world. After twenty-nine years of leadership Mr. Anagnos died in Rumania in 1906.

In 1907 the directorship of Perkins Institution fell to Edward E. Allen, head of the school for the blind in Philadelphia, where he had just rebuilt the school plant on a garden site outside of the city. Coming to Boston, Mr. Allen began plans for a new Perkins, and in 1912 the Institution and in 1913 the Kindergarten were housed in the beautiful new plant at Watertown. These buildings, situated on an old estate of thirty-four acres on the banks of the Charles River, have school and residence facilities for nearly three hundred pupils. Dr. Allen retired in 1931. His last official act was to write the one hundredth annual report. Thus for a century Perkins Institution has had but three directors.

PURPOSE

Perkins Institution provides for the visually handicapped youth of New England full educational opportunity from Kindergarten through High School. The content of instruction corresponds with that offered to seeing boys and girls in the public schools. The methods of instruction of necessity differ. Principal differences are that embossed books take the place of ink-print, and studies are taught objectively. In the adaptation and invention of means of instructing the blind Perkins has been a pioneer through its century of existence. Much attention is paid to physical and manual training and to music. Opportunity is provided for those qualified to pursue higher studies or to take advanced work in music and vocational fields.

Boys and girls without sight or with insufficient sight to read ink-print are admitted as pupils, if capable of education and in good health. While at the school pupils reside in cottages where the teachers also live, and through this association they acquire that unconscious tuition which is such an important part of the program of socialization. The primary aim of Perkins Institution is to qualify its visually handicapped pupils to take contributory places in normal life. New pupils are admitted in September and February, and all pupils must return to their homes for the short vacations at Christmas and Easter and for the long vacation in the summer.

OFFICERS OF THE CORPORATION

PRESIDENT

ROBERT H. HALLOWELL

VICE-PRESIDENT

G. PEABODY GARDNER, JR.

TREASURER

ALBERT THORNDIKE

SECRETARY

GABRIEL FARRELL

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HENRY H. FAXON, M.D.
PAUL E. FITZPATRICK
G. PEABODY GARDNER, JR.
HENRY HORNBLLOWER
RALPH LOWELL

REV. GEORGE P. O'CONOR
MRS. GEORGE T. PUTNAM
HON. LEVERETT SALTONSTALL
Rt. Rev. HENRY K. SHERRILL
Miss LUCY WRIGHT

STANDING COMMITTEES

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GABRIEL FARRELL, *Secretary, ex officio*
HENRY HORNBLLOWER
RALPH LOWELL
Mrs. GEORGE T. PUTNAM

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WILLIAM ENDICOTT
G. PEABODY GARDNER, JR.
LEVERETT SALTONSTALL

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appointed by the Executive Committee

Education

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GEORGE P. O'CONOR
Miss LUCY WRIGHT

Health and Personnel

HENRY H. FAXON, M.D.
Mrs. GEORGE T. PUTNAM
ALBERT THORNDIKE

MONTHLY VISITING COMMITTEE

whose duty it is to visit and inspect the Institution at least once in each month

January	HENRY HORNBLLOWER	July	PAUL E. FITZPATRICK
February	Mrs. GEORGE T. PUTNAM	September	HENRY H. FAXON, M.D.
March	HENRY K. SHERRILL	October	G. PEABODY GARDNER, JR.
April	RALPH LOWELL	November	LEVERETT SALTONSTALL
May	Miss LUCY WRIGHT	December	WILLIAM ENDICOTT
June	GEORGE P. O'CONOR		

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Miss ELLEN BULLARD, *Secretary*

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February	Mrs. EDWARD CUNNINGHAM, Jr.	September	Mrs. RONALD T. LYMAN
March	Mrs. HAROLD J. COOLIDGE	& October	Mrs. GEORGE T. PUTNAM
April	Miss ELLEN BULLARD	November	Mrs. CHARLES WIGGINS, 2nd
May	Mrs. LESTER HINDS	December	Mrs. GEORGE H. MONKS
	Miss ELEANOR S. PARKER		Miss BERTHA VAUGHAN
	Mrs. HENRY H. SPRAGUE		
	Mrs. ALGERNON COOLIDGE		

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Mrs. LARZ ANDERSON

Mrs. MAUD HOWE ELLIOTT

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1830-1837	1862-1869
JONATHAN PHILLIPS	SAMUEL MAY
1838-1839	1870-1871
SAMUEL APPLETON	MARTIN BRIMMER
1840-1846	1872-1897
PETER C. BROOKS	SAMUEL ELIOT
1847-1854	1898-1929
RICHARD FLETCHER	FRANCIS H. APPLETON
1855-1861	1930-
EDWARD BROOKS	ROBERT H. HALLOWELL

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1830-1834	1893-1896
WILLIAM CALHOUN	GEORGE HALE
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1847-1850	1912-1913
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1851	1914-1921
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1852-1866	1922-1929
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1867-1870	1930-
JOSEPH LYMAN	G. PEABODY GARDNER, JR.

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1840-1846	1881-1902
PETER R. DALTON	EDWARD JACKSON
1847-1861	1903
THOMAS B. WALES	PATRICK T. JACKSON
1862-1868	1904-1916
WILLIAM CLAFLIN	WILLIAM ENDICOTT
1869-1872	1917-
WILLIAM ENDICOTT	ALBERT THORNDIKE
1873-1879	
HENRY ENDICOTT	

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1831-1876	1907-1931
SAMUEL GRIDLEY HOWE, M.D.	EDWARD E. ALLEN, D.Sc.
1876-1906	1931-
MICHAEL ANAGNOS, M.A.	GABRIEL FARRELL

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CORNELIA M. LORING, *Bradlee Cottage*
ETHEL M. GOODWIN, *Assistant*

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 Amory, Robert, Boston.
 Amory, Roger, Boston.
 Anderson, Mrs. Larz, Brookline.
 Appleton, Hon. Francis Henry, Boston.
 Appleton, Francis Henry, Jr., Boston.
 Appleton, Mrs. Francis Henry, Jr., Boston.
 Bacon, Gaspar G., Jamaica Plain.
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 Baylies, Walter C., Boston.
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 Beach, Rev. David N., Belmont.
 Beatley, Prof. Ralph, Cambridge.
 Blake, Fordyce T., Worcester.
 Blunt, Col. S. E., Springfield.
 Boardman, Mrs. E. A., Boston.
 Bowditch, Ingersoll, Boston.
 Brooke, Rev. S. W., London.
 Brooks, Gorham, Boston.
 Bryant, Mrs. Wallace, Boston.
 Bullard, Miss Ellen, Boston.
 Bullock, Chandler, Worcester.
 Burditt, Miss Alice A., Cambridge.
 Burnham, Miss Julia E., Lowell.
 Burr, I. Tucker, Jr., Boston.
 Cabot, Mrs. Thomas H., Boston.
 Camp, Rev. Edward C., Watertown.
 Camp, Mrs. Edward C., Watertown.
 Carter, Mrs. J. W., West Newton.
 Clifford, John H., New Bedford.
 Coffin, Mrs. R. A., Boston.
 Conant, Edward D., Newton.
 Coolidge, Mrs. Algernon, Boston.
 Coolidge, Francis L., Boston.
 Coolidge, Mrs. Harold J., Boston.
 Coolidge, William A., Manchester.
 Cotting, Charles E., Jr., Boston.
 Craig, Mrs. Helen M., Boston.
 Crane, Zenas M., Pittsfield.
 Crapo, Henry H., New Bedford.
 Crosby, Sumner, Cambridge.
 Crowninshield, Francis B., Boston.
 Cunningham, Mrs. Henry V., Boston.
 Curtis, Charles P., Jr., Boston.
 Curtis, Mrs. Horatio G., Boston.
 Curtis, James F., Boston.
 Curtis, Louis, Jr., Boston.
 Curtis, Richard C., Boston.
 Cutler, George C., Jr., Boston.
 Dabney, George B., Boston.
 Davies, Rt. Rev. Thomas F., Springfield.
 Day, Mrs. Frank A., Newton.
 Dewey, Francis H., Worcester.
 Dexter, Miss Harriett, Boston.
 Dexter, Miss Rose L., Boston.
 Dolan, William G., Boston.
 Draper, Eben S., Hopedale.
 Duryea, Mrs. Herman, New York.
 Eliot, Rev. C. R., Cambridge.
 Elliott, Mrs. Maud Howe, Newport, R. I.
 Ellis, George H., Boston.
 Ely, Adolph C., Watertown.
 Endicott, Henry, Boston.
 Endicott, William, Boston.
 Endicott, William C., Boston.
 Evans, Mrs. Glendower, Boston.
 Farrell, Gabriel, Watertown.
 Farrell, Mrs. Gabriel, Watertown.
 Faxon, Henry H., M.D., Brookline.
 Fay, Mrs. Dudley B., Boston.
 Fay, Mrs. Henry H., Boston.
 Fay, Miss Sarah B., Boston.
 Fay, Thomas J., Boston.
 Fenno, Mrs. L. C., Boston.
 Fish, Erland F., Boston.
 Fitzpatrick, Paul Edward, Brookline.
 Ford, Lawrence A., Boston.
 Frothingham, Mrs. L. A., North Easton.
 Fuller, George F., Worcester.
 Fuller, Mrs. Samuel R., Boston.
 Gage, Mrs. Homer, Worcester.
 Gale, Lyman W., Boston.
 Gardiner, Robert H., Jr., Brookline.
 Gardner, George P., Boston.
 Gardner, G. Peabody, Jr., Brookline.
 Gaskill, George A., Worcester.
 Gaskins, Frederick A., Milton.
 Gaylord, Emerson G., Chicopee.
 Geer, Mrs. Danforth, Jr., Shorthills, N. J.
 George, Charles H., Providence, R. I.
 Gilbert, Wm. E., Springfield.
 Gleason, Mrs. Cora L., Watertown.
 Gleason, Sidney, Medford.
 Glidden, W. T., Brookline.
 Gooding, Rev. A., Portsmouth, N. H.
 Gray, Francis C., Boston.
 Gray, Roland, Boston.
 Grew, Edward W., Boston.
 Griswold, Merrill, Boston.
 Hall, Miss Minna B., Longwood.
 Hollowell, Robert H., Boston.
 Hollowell, Mrs. Robert H., Boston.
 Hemenway, Mrs. Augustus, Boston.
 Higginson, F. L., Boston.
 Higginson, Mrs. Henry L., Boston.
 Hill, Arthur D., Boston.
 Hill, Dr. A. S., Somerville.
 Holmes, Charles W., South Hingham.
 Homans, Robert, Boston.
 Hornblower, Henry, Boston.
 Howe, James C., Milton.
 Hunnewell, Mrs. H. S., Boston.
 Hunnewell, Walter, Boston.
 Hutchins, Mrs. C. F., Boston.
 Iasigi, Miss Mary V., Boston.
 Ingraham, Mrs. E. T., Wellesley.
 Isdahl, Mrs. C. B., California.
 Jeffries, J. Amory, Boston.
 Johnson, Arthur S., Boston.
 Johnson, Rev. H. S., Boston.
 Joy, Mrs. Charles H., Boston.
 Kidder, Mrs. Henry P., Boston.
 Kilham, Miss Annie M., Beverly.
 Kimball, Edward P., North Andover.
 King, Mrs. Tarrant Putnam, Milton.

Lamb, Mrs. Horatio A., Boston.
 Lamb, Rosamond, Boston.
 Lang, Mrs. B. J., Boston.
 Latimer, Mrs. Grace D., Boston.
 Lawrence, Mrs. A. A., Boston.
 Lawrence, John Silsbee, Boston.
 Lawrence, Rt. Rev. Wm., Boston.
 Lawrence, Rev. Wm. A., Providence, R. I.
 Ley, Harold A., Springfield.
 Lincoln, Mrs. George C., Worcester.
 Lincoln, L. J. B., Hingham.
 Lincoln, Waldo, Worcester.
 Livermore, Mrs. Wm. R., New York.
 Lord, Rev. A. M., Providence, R. I.
 Lothrop, Mrs. T. K., Boston.
 Lovering, Mrs. C. T., Boston.
 Lovering, Richard S., Hoffman, N. C.
 Lowell, Abbott Lawrence, Cambridge.
 Lowell, James Arnold, Boston.
 Lowell, James H., Boston.
 Lowell, Miss Lucy, Boston.
 Lowell, Ralph, Boston.
 Luce, Hon. Robert, Waltham.
 Lyman, Mrs. Ronald T., Boston.
 MacPhie, Mrs. E. I., West Newton.
 Macurdy, William T., Watertown.
 Marrett, Miss H. M., Standish, Me.
 Mason, Mrs. Charles E., Boston.
 Mason, Charles F., Watertown.
 McElwain, R. Franklin, Holyoke.
 Merriman, Mrs. D., Boston.
 Merriman, Mrs. Roger B., Cambridge.
 Meyer, Mrs. G. von L., Boston.
 Minot, James J., Jr., Boston.
 Minot, J. Grafton, Boston.
 Minot, William, Boston.
 Monks, Mrs. George H., Boston.
 Montagu, Mrs. H. B., Kelton, England.
 Morison, Samuel Eliot, Cambridge.
 Motley, Edward, Nahant.
 Motley, Mrs. E. Preble, Boston.
 Motley, Warren, Boston.
 Norcross, Grenville H., Boston.
 Norton, Miss Elizabeth G., Boston.
 O'Connor, Rev. Geo. P., Dedham.
 Parker, Miss Eleanor S., Boston.
 Parker, W. Stanley, Boston.
 Parkman, Henry, Jr., Boston.
 Partridge, Fred F., Holyoke.
 Peabody, Rev. Endicott, Groton.
 Peabody, Frederick W., Boston.
 Peabody, Harold, Boston.
 Peabody, Philip G., Boston.
 Peabody, W. Rodman, Boston.
 Pickman, D. L., Boston.
 Pickman, Mrs. D. L., Boston.
 Pierce, Mrs. M. V., Milton.
 Plunkett, W. B., Adams.
 Pope, Mrs. A. A., Boston.
 Poulsso, Miss Emilie, Boston.
 Powers, Mrs. H. H., Newton.
 Pratt, George Dwight, Springfield.
 Prescott, Oliver, New Bedford.
 Proctor, James H., Boston.
 Putnam, F. Delano, Boston.
 Putnam, Mrs. George T., Dedham.
 Rantoul, Neal, Boston.
 Read, Mrs. Robert M., Medford.
 Rice, John C., Boston.
 Richards, Mrs. H., Gardiner, Me.
 Richards, Henry H., Groton.
 Richardson, John, Readville.
 Richardson, Mrs. John, Readville.
 Richardson, Mrs. M. G., New York.
 Riley, Charles E., Boston.
 Roberts, Mrs. A. W., Newton Centre.
 Robinson, George F., Watertown.
 Rogers, Miss Flora E., New York.
 Rogers, Henry M., Boston.
 Russell, Otis T., Boston.
 Russell, Wm. Eustis, Boston.
 Saltonstall, Leverett, Chestnut Hill.
 Saltonstall, Mrs. Leverett, Chestnut Hill.
 Sargent, Miss Alice, Brookline.
 Shattuck, Henry Lee, Boston.
 Shepard, Harvey N., Boston.
 Sherrill, Rt. Rev. Henry K., Boston.
 Slater, Mrs. H. N., Boston.
 Sohier, Miss Emily L., Boston.
 Sprague, Mrs. Henry H., Boston.
 Stafford, Rev. Russell Henry, Boston.
 Stearns, Charles H., Brookline.
 Stearns, Wm. B., Boston.
 Sturgis, R. Clipston, Boston.
 Thayer, John E., South Lancaster.
 Thayer, Mrs. Nathaniel, Boston.
 Thomas, Mrs. John B., Boston.
 Thorndike, Albert, Boston.
 Thorndike, Miss Rosanna D., Boston.
 Tift, Eliphalet T., Springfield.
 Tilden, Miss Alice Foster, Milton.
 Tilden, Miss Edith S., Milton.
 Tufts, John F., Watertown.
 Underwood, Herbert S., Boston.
 Van Norden, Mrs. Grace C., Pittsfield.
 Wadsworth, Eliot, Boston.
 Ware, Miss Mary L., Boston.
 Warren, Miss Annie C., Boston.
 Warren, Bayard, Boston.
 Warren, Bentley W., Williamstown.
 Washburn, Mrs. Frederick A., Boston.
 Waters, H. Goodman, Springfield.
 Watson, Thomas A., Boston.
 Watson, Mrs. Thomas A., Boston.
 Wendell, William G., Boston.
 West, George S., Boston.
 Wheelock, Miss Lucy, Boston.
 White, George A., Boston.
 Wiggins, Charles, 2d, Dedham.
 Wilder, Charles P., Worcester.
 Winsor, Robert, Jr., Boston.
 Winthrop, Mrs. Thomas L., Boston.
 Wolcott, Roger, Boston.
 Wright, Burton H., Worcester.
 Wright, George R., Sharon.
 Wright, Miss Lucy, Cambridge.
 Young, Mrs. Benjamin L., Boston.
 Young, B. Loring, Weston.

SYNOPSIS OF THE PROCEEDINGS OF THE ANNUAL MEETING OF THE CORPORATION

WATERTOWN, November 7, 1932.

The Annual Meeting of the Corporation, duly summoned, was held today at the Institution, and was called to order by the President, Mr. Robert H. Hallowell, at 3 P.M.

The proceedings of the last meeting were read and approved.

The annual report of the Trustees was accepted and ordered to be printed, with the addition of other matters of general interest to the work.

The report of the Treasurer was presented, accepted, and ordered to be printed, together with the certificate of the Certified Public Accountant. On the recommendation of the Finance Committee, the appointment of John Montgomery, Certified Public Accountant, as auditor of the accounts of the Institution was confirmed.

Voted, That acts and expenditures made and authorized by the Board of Trustees, or by any committee appointed by said Board of Trustees during the last corporate year, be and are hereby ratified and confirmed.

The Corporation then proceeded to the choice of officers for the ensuing year, and the following persons were unanimously elected by ballot: President, Robert H. Hallowell; Vice-President, G. Peabody Gardner, Jr.; Treasurer, Albert Thorndike; Secretary, Gabriel Farrell; Trustees, William Endicott, Paul E. Fitzpatrick, G. Peabody Gardner, Jr., Henry Hornblower, Ralph Lowell, Mrs. George T. Putnam and Leverett Saltonstall.

On the nomination of Mr. Albert Thorndike the following persons were elected to membership in the corporation: General Erland F. Fish, Miss Rosamond Lamb, Mrs. Henry H. Sprague, Mr. Eliot Wadsworth, Mr. J. Amory Jeffries. On the nomination of Miss Julia E. Burnham, Mrs. Edward C. Camp was elected.

The secretary reported on the centennial exercises to take place on November 9 and 10, mentioning the gift by the former students of the new organ at a cost of \$17,500, and also the gift of a bronze tablet in honor of the directorship of Dr. Edward E. Allen. He also told of changes made in the buildings, such as the teachers' library and greenhouse; also of the establishment of two new departments, one for the deaf-blind, and the other the department of personnel.

Under his direction, the members of the Corporation visited various parts of the school buildings and saw the work in progress.

The meeting was then dissolved.

GABRIEL FARRELL,
Secretary.

REPORT OF THE TRUSTEES

NOVEMBER 7, 1932.

To the Members of the Corporation.

Your Trustees submit the following annual report for your consideration, to which are added the reports of the Director and the Treasurer for the year ending August 31, 1932.

The year just completed has been an unusually interesting one in the history of Perkins, as it marks the first year under a new Director, — the fourth Director in a span of one hundred years. Mention was made in our last report that Edward Ellis Allen was retired as Director on July 1, 1931, and that Gabriel Farrell was appointed to succeed him. No Board of Trustees in recent years has had a more important duty to perform than to select the successor of Dr. Allen, who, for twenty-four years, served the Institution with marked distinction. That we made a wise selection we believe the first year's stewardship of Mr. Farrell is ample proof.

It is a pleasure to report that the year has been one of steady progress. For this the Trustees record their thanks to Mr. Farrell first; and, also heartily, to the corps of devoted teachers who have been with us for many years.

The Trustees also extend their thanks and appreciation for the bas-relief bronze tablet of Dr. Allen presented to the Institution by his friends and pupils. The tablet has been placed upon the museum wall of Howe Building, and will be dedicated in connection with the Centennial Exercises.

The report of any company, corporation or institution would not be complete without reference to the business depression which has affected us as it must have affected every individual, or group of individuals, whose principal is invested in securities. Perkins derives its income almost entirely from two sources, — the amount it receives for tuition and board from the states whence its pupils come, and that which it receives from its investments. At the beginning of the fiscal year it was evident our income from investments would be reduced — how much we could not tell, but surely by an amount that necessitated rigid economy in order to escape deficit. Therefore the Director requested the head of each department to budget the expenses of his department with the utmost care. The combined budget was then studied by the Executive Committee, submitted to the Board of Trustees, and accepted by it. As the year progressed the effect of the depression

became more pronounced, and our income further reduced so that the budget was revised and additional economies effected, with the result that, while some departments operated at a slight deficit, others showed a small surplus, and the combined figures as detailed in the Treasurer's Report show that our total income was slightly in excess of our expenses. The Trustees feel that this result is a real achievement, especially as it has been accomplished without affecting in any way the academic life of our pupils. No courses of instruction have been omitted.

Mention was made earlier in this report that our income is derived from two sources, — our investments and the tuition paid by the states from which our pupils come, namely, Massachusetts, Maine, New Hampshire, Vermont, Rhode Island, New Jersey. The present charge for tuition and board is \$400 per annum, which sum has remained constant since 1919, although the cost per pupil has steadily increased. In that year the per capita cost for the education and care of each pupil was \$644.81. In 1932, in spite of every economy, it was approximately \$1,100. Therefore, while the states in 1919 paid 62 per cent of the total cost for each pupil, in 1932 they paid but 36 per cent. Investigation of per capita costs and tuition charges of similar schools for the blind revealed the fact that the tuition charges of two schools comparable to Perkins were \$600 and \$700, respectively, and the per capita costs \$1,038.61 and \$1,358.43. Both schools investigated receive the tuition charge directly from the states from which their pupils come. The Trustees therefore decided that an increase in our tuition to \$600 per pupil was entirely proper and absolutely necessary if the same standards are to be maintained. During the summer our Director has personally called upon the authorities of each state sending pupils to Perkins, with the view of explaining this new rate. We cannot definitely dictate to each state how much it must pay per pupil, as the amount available is dependent upon the legislative appropriation for the education of blind or otherwise handicapped children. We draw, primarily, from six states. Some have already agreed to the new rate of \$600; in others, the Legislature does not meet in time to consider the new rate for the calendar year 1932, but in every state the authorities, as a result of our Director's visit, have agreed to include the new rate in the budget for the coming year, so that we feel that our income should be considerably increased from this source before the close of the fiscal year, August 31, 1933. An increase here will be needed, for our income from investments for the 1933 year does not promise to be as large as was that of the year just past.

We call your especial attention to the Workshop at South

Boston, established in 1840. This plant, entirely rebuilt in 1929-30, is of first-class fireproof construction, and capable of doing a far larger volume of business than at present. It was never the intention to operate on a money-making basis, but rather as a workshop in which to demonstrate to the public that blind men and women are capable of self-support, provided they are given the opportunity. This they can do, as has been proved at South Boston, but the depression has affected our workshop as it has every business, and work is very slack at the present time. Blind workers can do certain work as well as it can be done by seeing workers, and for years have excelled in making over mattresses, recaning chairs, restringing tennis rackets, etc. We urge every member of the Corporation to notify us of any work that can be sent to our plant at South Boston and to ask their friends to do likewise. Orders may be directed to our salesroom at 133 Newbury Street. Our truck will call for whatever needs to be repaired and will make deliveries upon completion.

On October 2, 1931, Dr. William L. Richardson resigned from the Board. Appointed by succeeding Governors as one of the Trustees to represent the Commonwealth, he held office for forty-three years. He has helped Perkins to keep its place always high among schools for the blind. His devotion, his judgment and wise counsel have been of inestimable value. The Board of Trustees greatly regretted his resignation. To fill the vacancy, Governor Ely, on January 21, 1932, appointed Dr. Henry H. Faxon to serve as a Trustee in behalf of the Commonwealth.

On September 16, 1932, Miss Maria Purdon, a member of the Board of Trustees since 1921, died. Miss Purdon brought to Perkins a mind trained in the problems of the blind and a personality complete with sympathy and understanding of the difficulties encountered by those deprived of eyesight. She visited the school frequently, and was dearly loved by teachers and pupils alike. Her mere presence was an inspiration. To a large circle of blind men and women her loss is irreparable. To work with her was a joy and satisfaction. The Board of Trustees feel deeply that it has lost a most valuable member. Perkins has lost one of its dearest and truest friends.

DEATH OF MEMBERS OF THE CORPORATION

Dr. William Appleton; Walter R. Callender; Livingston Davis; Miss Harriet E. Freeman; Mrs. Anna Lyman, widow of John Chipman Gray, member of the Ladies' Visiting Committee for thirty years, and its president for sixteen; Edward Percival Merritt;

Miss Louise S. Minot; Miss Maria Purdon; Mrs. Marian Cabot, widow of Dr. James J. Putnam, member of the Board of Trustees, 1908 to 1913; Dr. William L. Richardson; Bartlett M. Shaw; Matthew P. Whittall; Mrs. Anna G., widow of Ernest Winsor.

Respectfully submitted,

ROBERT H. HALLOWELL,

President.

WILLIAM ENDICOTT,
PAUL E. FITZPATRICK,
G. PEABODY GARDNER, JR.,
HENRY HORNBLLOWER,
RALPH LOWELL,
MRS. GEORGE T. PUTNAM,
LEVERETT SALTONSTALL,

Trustees in behalf of the Corporation.

DR. HENRY H. FAXON,
REV. GEORGE P. O'CONNOR,
RT. REV. HENRY K. SHERRILL,
MISS LUCY WRIGHT,

Trustees in behalf of the Commonwealth.

REPORT OF THE DIRECTOR

NOVEMBER 7, 1932.

To the Trustees.

In earlier years the annual report contained a statement by the Trustees and also one by the Director. This plan has been revived. The report by the Director enables him to account personally for his management, while a report by the Trustees will indicate supervision and participation in the affairs of the Institution by that body. The two reports will be distinct, for to the Trustees have been committed the many trusts and trust funds of the Institution, and their report will be an accounting of their trusteeship. To the Director, by the Regulations of the Trustees, is "confided the immediate charge of the conduct of the Institution." His report will be an accounting of this charge.

The volume containing the reports for this year will differ from previous reports in form. The size has been changed to conform with printing standards, and the type has been made smaller to reduce size and expense. Other changes in make-up are obvious and hardly need explanation. The head of each department has been asked to write a report describing his work in such a way that those in charge of the second centennial may look back and say "that is what Perkins was like as it began its second century." The heads of these departments are all experienced men and women, and the Director is glad to present their reports.

EARLY CHANGES

As the new Director took charge July 1, 1931, it might be well to begin his report at that time, because during the first summer an intensive study of the program and management of the school was made. Routine summer repairs were made and some improvements were undertaken. The new approach to the main entrance and the walks in front of Howe Building were completed. The brick walks in the Lower School Close were relaid; the Director's Cottage was renovated; and the vines and shrubs throughout the grounds were vigorously pruned. The final section of the gymnasium roof was relaid with concrete, new centrally controlled showers were installed on the boys' side, and all shower and locker rooms were repainted. Illuminated signs were placed on the

Beacon Street and the river fronts. All the outside doors were painted green.

The offices were rearranged and changes made within them. The old letter press gave way to carbons and files. A purchasing system with requisitions and forms was installed. A new form of bookkeeping was tentatively set up, and after the experience of the first year was modified and put into effect for the year now opening. A budget was drawn up based on figures of five previous years. During this year, because of the pressure of required economy, various planned projects were abandoned and the program so modified that we closed the year well below the budget as originally set up and below the expenses of the previous year. This was despite improvements and, as noted below, new work taken on. There is no intention of diminishing work now being done, but whether the year's financial account will come out as well as did last year's cannot be foretold. All institutions, whose income comes largely from invested funds, in these times should not be too hopeful.

THE SCHOOL YEAR

The schools reopened September 15, 1931, with an enrollment of two hundred and seventy-four pupils, five more than at the opening the year before. There were a few changes in the staff. Miss Florence W. Barbour replaced Miss Lizzie Kinsman on the boys' side, while Miss Gladys Read took the place of Miss Grace M. Hill in the girls' school. Miss Inis B. Hall came to instruct the deaf-blind pupil. Miss Helen R. Trafton became psychologist in place of Miss Theodora B. Reeve. Miss Ruth M. Knapp took the place of Miss Mattie M. Burnell in the library; Miss Burnell being transferred to the central office. Miss Fish, secretary to the Director, was appointed Registrar, while Miss Berthe E. Sangeleer, assistant secretary, became secretary to the Director, which position she held until her resignation in April. In November, 1931, Miss Marjorie Johnston came to the music department as a substitute, and in December Miss Sybil E. Martin succeeded Miss Sarah B. Moody as teacher of Home Economics.

On January 1, 1932, at the age of eighty, Mr. Frederick A. Flanders, superintendent of buildings, retired on pension. For thirty-five years he has served Perkins with unabated loyalty. His place was filled by the appointment of Mr. Nelson Coon as superintendent of buildings and grounds. The grounds work was transferred from the steward, while supervision of janitor service, formerly under Mr. Flanders, was assigned to the steward. Mr. Coon made a complete survey of the condition of the buildings, and

laid out a plan of rehabilitation. The force of men was changed so that we are now equipped to do all repairing without outside help. Under the new plan, entire buildings are redecorated at one time, and this year Bridgman and Moulton were completed, with the exception of the dining rooms, and during the summer all of the bedrooms and their furniture were repainted in Anagnos and Bradlee Cottages in the Lower School.

The schools reopened under practically the same conditions as in previous years. Heads of the departments were instructed to carry on as in the past. A few minor changes in policy were made. The old rule by which the electricity in all buildings except the Director's Cottage was shut off at 10.30 was rescinded, and light was made available under regulation at all hours, excepting from 9 A.M. to 4 P.M. on Sundays. Illumination is required on all stairways and in bathrooms through the night. Later in the winter heat was permitted in the boys' cottages for a few hours each morning. A calendar for the year was fixed. Arrangements were made whereby children are now taken back and forth to the hospitals by car rather than by trolley. A resident nurse is now always on call, and a watchman patrols the grounds at night.

SCHOOL ACTIVITIES

Throughout the year the usual activities were held, all with enthusiasm and fine spirit. The annual reception at the Director's Cottage gave opportunity to meet all of the staff, while the presence of members of the Board of Trustees and their wives added to the occasion. The Girls' Field Day concluded with Oliver Cottage as champion, while the boys' football contests closed with Eliot Cottage the victor. On November 7, the Annual Founder's Day Exercises were held at the Lower School, and November 10, the Howe Memorial Club held an appropriate program graced by the presence of Mrs. Laura E. Richards and Mrs. Maud Howe Elliott, and other members of the Howe family. Mrs. Elliott brought as her guest Mrs. Sims, wife of Admiral Sims, who delighted all with her remarks. The Hallowe'en and Christmas parties were joyful.

Two Christmas concerts were given in December, one for the first time in Jordan Hall, Boston, and the other in Dwight Hall, at the School. The spring concert was given in Jordan Hall, where the Director addressed the audience, reviving a custom of Mr. Anagnos'. Over a thousand people thronged the buildings for the annual public exhibition on February 22. The boys presented for their annual play on March 18 and 19, "The Man from Home." Several recitals and speakers gave contact with the out-

side world, among them, Mrs. Lucia Ames Mead, Mr. N. C. Hanks, Mr. Maurice Hindus and Miss Margaret Bourke-White. Two athletic meets were held in the spring, one, on May 28, between New York and Perkins, was lost by the home boys; the other, on June 4, between Overbrook, Connecticut, and Perkins, was a victory for Perkins.

Chapel each morning continued to be the opportunity for the Director to bring messages to the pupils and teachers of the Upper School. This opportunity has been shared by having members of the staff speak on Monday mornings, and outside speakers from time to time. On the Wednesdays of Lent, all of the clergy of Watertown addressed the Upper School. Another interesting contact between the Director and the school was on the Sunday evenings of the winter term, when each cottage in turn came to the Director's Cottage, where different people talked informally on their travels, and refreshments and music added to the occasion.

Graduation on June 17 took a new form this year. The exercises were held in the early afternoon instead of the evening, and in place of several papers by pupils, there was an address by an invited speaker, Mr. Robert H. Hallowell, President of the Corporation. June 17 being a holiday, invitations were sent by the Director to all parents to come for the day. Meetings for the parents were held at both the Lower and Upper Schools, and both were addressed by the Director, and by Mr. Robert I. Bramhall of the Division of the Blind. Basket lunches were brought and it had been planned to have picnics of parents and pupils about the grounds. Heavy rain prevented this, but the attendance of a hundred parents encourages us to try the plan again. Seven girls and boys were graduated and certificates were given to five.

PUBLICATIONS

Throughout the year the Institution has received good publicity through the press and through publications. A mimeographed house organ, called "The Lantern," has been published from time to time. The first of a series of research publications, entitled "Motivating Reading," was published through the Department of Experimental Studies. A small leaflet containing a radio talk by the Director, "The Education of the Blind Child," has been printed. It is our intention to continue these publications in uniform style from time to time. Research publications will be 6 x 9, while the smaller leaflets will be $5\frac{1}{4}$ x 3. Several pieces of printed advertising were prepared for the Workshop. A series of six plays, suitable for use in schools for the blind, was produced by the Howe Memorial Press.

DEPARTMENT OF PERSONNEL

Early in the year it became apparent that there was real need for a larger way of helping exceptional children, both gifted and retarded. It was also realized that we ought to be better equipped to bring to our pupils all of the modern means of personality adjustment now available, and to be able to formulate a program of aptitude studies which would lead to constructive steps in vocational guidance. To meet this situation, a new Department of Personnel and Research was created. Miss Kathryn E. Maxfield, supervisor of educational research of the American Foundation for the Blind, and psychologist at Perkins from 1919 to 1924, was engaged to be director of the department, beginning September 1, 1932.

In planning for the new department it was found advisable to merge into it the Department of Applied Psychology, which has been under the non-resident direction of Dr. Samuel P. Hayes, Professor of Psychology at Mt. Holyoke College. As much of the work of this department had become national in its scope, an arrangement was made with the American Foundation for the Blind to take over that portion of the work and to add Dr. Hayes to its staff. He is still retained as consultant in the new department. Instead of having a recent graduate of Mt. Holyoke as psychologist, that work will be done by Miss Maxfield. The speech correction work carried on under the direction of Prof. Sara B. Stinchfield of Mt. Holyoke was also placed in the new department, and no one was appointed to fill the place of Miss Stinchfield, who resigned to be married. All work in physiotherapy is also to be transferred to the new department.

Another department to be merged in the Department of Personnel and Research is the Department of Experimental Studies. For five years this department has been engaged in experimental work in the Lower School under the leadership of Dr. Frieda Kiefer Merry. This has been a joint project of the American Foundation and Perkins. Supervision on the part of the Foundation has been through Miss Maxfield. She will now take direct charge, and will carry on much of the work initiated so that nothing will be lost in the change. In fact, we believe, with the correlation of all these different agencies under one head, that more constructive progress can be made, both in pioneering in new fields and in pure research.

There is a vital need for intensive research in our special phase of education. All educational methods are undergoing far-reaching changes. These changes must be scrutinized with intelligent care by those qualified to know their value in the field of the visually

handicapped, and their adaptation to our use must be skillfully undertaken. Perkins has a pioneering responsibility, and our purpose is to build up an organization capable of meeting this need and of presenting proved findings.

EUGENICS EXHIBIT

An illustration of the opportunity for research came to us this year in a request from those planning the Third International Congress of Eugenics to prepare an exhibit on Heredity and Vision. There being no department prepared to do this kind of work, it had to be done through the Director's office. Fortunately, Miss Langworthy had gathered from the records of one hundred years many facts relating to families which have sent two or more children to Perkins. The co-operation of Dr. Clyde E. Keeler, research fellow in heredity of the Harvard Medical School, and associated with the Howe Memorial Laboratory of Ophthalmology, was secured. Together we were able to prepare an exhibit which attracted wide attention during the month that it was shown at the Eugenics Congress in the Museum of Natural History in New York City. The exhibit is now set up in such a way that it can be sent anywhere, and already many requests for it have come from medical associations and others.

DEPARTMENT OF DEAF-BLIND

Another new venture planned last year and already functioning this year is the Department of the Deaf-blind. Since 1837, when Laura Bridgman came to Perkins, the school has pioneered in work for the doubly handicapped. At the beginning of this year Miss Inis B. Hall, who has been trained in schools for the education of the deaf, and who is especially skilled in the methods of teaching articulate speech, was added to our staff. Under her direction, our deaf-blind pupil, "Tad" Chapman, made such progress that it was decided to establish a special department fully equipped to instruct those who can neither see, hear nor speak. Modern electrical equipment, whereby sound is conveyed through bone conduction, has facilitated instruction in speech. We have purchased this apparatus and have equipped the former teachers' library for the use of this department. For this work, we are availing ourselves of the income of funds left for the instruction of the deaf and blind.

THE CENTENNIAL

Early in the year, plans were formulated for the observance of our one hundredth anniversary on Wednesday and Thursday,

November 9 and 10, 1932. Much time has been spent during the last school year and through the entire summer making the necessary preparations. One part of the program which proved to be a considerable problem was the selection of and contracting for a new organ to be the centennial gift of former pupils. The organ is now installed in Dwight Hall, all plans are completed, literature is printed, meetings arranged, and before this week is over the Centennial Exercises will be of the past. Nothing more will be mentioned here because the full proceedings will be printed as soon after the exercises as possible. The interest is widespread, and there is every indication of an observance commensurate with the importance of the occasion.

SUMMER CAMP

An enterprise of interest to us, although not coming under our control, was the establishment of a camp for blind girls at Bedford, New Hampshire, by the Lions Club of Boston. The sponsors of this project came to Perkins for counsel, and Mrs. Cora L. Gleason, for many years our home visitor, was asked to co-operate. With her guidance adequate buildings were erected on a site presented by Dr. G. S. Foster of Manchester, New Hampshire. Twenty-three girls enjoyed the experience of camping during the summer, twenty of them being pupils of Perkins. Two members of last year's Harvard Class and one of our teachers were in charge of the camp. Through the courtesy of the Boston Committee for the Blind, fifteen of our boys enjoyed a week of camping in June, at Camp Frank A. Day, Brookfield, Massachusetts.

THREE TRENDS

A year of leadership is not enough to enable any one to see clearly the future, but three trends have now become apparent.

First, there is need for a more precise definition of the term "educable" as applied to a blind child. Assuming that our responsibility is only for the educable blind child, can we arbitrarily draw a sharp line? Sixteen years of psychological testing ought to help, but many other factors must be considered. Perkins has been very liberal in the interpretation of this term. Perhaps we have been too liberal, for we have in the school too many children whose mental rating would not entitle them to admittance to public schools in regular classes, or in sight-saving classes, and we have some who use their eyes and not their fingers to read braille. To fulfil our trust, and to maintain our standards as a school, we must insist that applicants for admission have sufficient mentality to be

“educable,” and insufficient sight to use their eyes for purposes of education.

Second, after their admission we must be able to offer to each pupil the fullest opportunity to qualify as a contributing member of society. This means a larger amount of individual direction than is considered necessary in public schools, and probably there must be increasing emphasis on more definite vocational training and intelligent guidance into vocational opportunity. Our education policies and programs must be capable of adaptation to individual needs, and they must be constantly changing to conform to proved methods in progressive education.

Third, the blind child needs positive guidance in finding his rightful place in life. An unceasing study of his aptitudes through residence in the school should enable us to give this guidance. Dr. R. S. French, in his book “From Homer to Helen Keller,” calls this the “developmental” theory in education, stating that “it arises from an attempt to understand the blind person, and particularly the blind child, as he is; to enter sympathetically into the inner workings of his mind; to appraise his possibilities, not forgetting social and economic necessity, and to fit him, in accordance with his physiological and psychological nature and his abilities, for the highest place that he can possibly fill. All method, all discipline, will from this point of view be adapted to the child; which, far from meaning that the coddling process will be tolerated, connotes rather the reverse, that is, a most strenuous striving to bring each to his own highest possible point of development but in strict conformity with the actualities of life.”

To keep step with these trends will require the complete co-operation of all. Our policy of direction has been the conference method. Throughout the year conferences have been held with the entire staff and with smaller divisions, — the operating staff, the faculty, the head teachers and the matrons. In these conferences all problems have been frankly discussed, and through them our policies have been formulated. The Director wishes to express his sincere appreciation of the splendid co-operation of all members of the staff. Throughout the year there has been a fine spirit and a loyalty to the abiding principles which have given distinction to Perkins. The same feeling of good will and loyalty has been displayed by the Trustees. Because of this, we can look confidently into the new century and feel certain that Perkins will continue to progress.

GABRIEL FARRELL,

Director.

THE BOYS' UPPER SCHOOL

THE education of the seeing youth of this country is a serious and important problem which concerns all good citizens. The education of blind youth is likewise as necessary and as important as that of the seeing child. Therefore it behooves those in authority to endeavor to bring to this group the very best teachers available. It is also the duty of these educators to employ the finest methods possible, so that their subjects will be so interesting and so worth while that their students will learn to find the true value within and will be able to put the knowledge thus gained to a useful end.

I am pleased to see how, each year, the courses in the Boys' Upper School have changed in content and method. This shows that the teachers are awake to the fact that there is such a thing as individual differences; it proves also that what may interest one class may be the wrong approach for another, and a new means of motivation must be sought. Once it was necessary for those boys who desired to enter college on certificate to attend Watertown High School. Now we have been granted that privilege. Up to the present time a boy could not receive his diploma if he had not passed a year of Latin; this is no longer a requirement. To be sure, Latin has its advantages, but for the majority of our blind youth I see little value in it.

We have recently been trying to instil in our boys a greater desire to read. Miss Chamberlain co-operated in this work by allowing the pupils in her reading classes to choose their own books and to make short reports on them. This made the reading period far more vital to the boys.

Miss Barbour has brought to the boys her tremendous enthusiasm for English and Latin which has proved contagious; for next year we have several pupils studying Cæsar and some pursuing Cicero. Her love for literature should be an inspiration to the classes under her care. No longer should grammar be a bugbear, but with her guidance it should take on a fuller meaning.

Miss Pratt is constantly striving to discover new means of motivating her geography and history courses.

During the past year Miss Johnson studied under Dr. Wilson, one of the most outstanding authorities on arithmetic. She was able, therefore, to put into practice some of the things which she had learned. Arithmetic is probably one of the subjects upon which much time is wasted studying unnecessary and useless facts. Drastic changes will be made in its course of study this coming year in order to make it a practical course for blind boys. We shall strive for 100 per cent accuracy in the four fundamentals, so that our pupils will at least be able to handle money correctly.

Mr. Gibson was released from some of his teaching load in order to become chairman of the Committee on the Teaching of Science in Schools for the Blind in this country. This has taken much of his time and strength, but I believe the results of the work of this national committee will be most beneficial. More boys took the two-year poultry course this year than in the past few

years. This is one of the most practical courses Perkins offers to its boys, and one, I believe, which holds out a future to those students who are sincere in their work.

Mr. Neal has apparently found a way to interest his pupils in literature and poetry to such an extent that several sent poetry to magazines. To be sure, no poems were accepted, but, what is more important, the boys made the effort, and apparently some intend to continue to strive. The civics course is designed to study the problems of today as well as of yesterday, with the idea of getting the pupil to think things out more clearly and logically, striving to instil in him true tolerance and better citizenship.

It occurred to me a few years ago that many of our boys try selling as a means of livelihood. It seemed a great pity that a course in salesmanship should not be offered, but apparently there was no one to teach it. I immediately studied such a course and began teaching it. Each year we make changes in it, for it is far from perfect. Next year we hope to have a small canteen which will be run by the students in salesmanship. This should be of value, as all of the buying and selling of articles will fall upon the pupils.

Last year some of the boys asked for a course in biology. To me biology means laboratory work, or it is not particularly worth while. For blind boys to do dissecting seemed questionable. But we decided upon the course, and I insisted that each boy do his own dissecting of worms, crayfish, frogs, etc. The results were beyond my expectations. Incidentally, the group profited from a course in sex hygiene.

The physical training of our boys has not been neglected. It has been a long time since the Institution has had a more earnest or sincere worker in that department than they now have in Mr. DiMartino. The football games, swimming meets, field days and track meets leave little to be desired.

Mr. Mabey, Mr. King, Miss Knowlton and Miss Herfurth have kept the boys interested in the manual training department. Miss Herfurth, through her interest in weaving, has done some splendid work. The fact that ten boys have elected weaving next year proves this point. Mr. Mabey has tried to make the industrial department a training center for boys interested in vocational work. He gives them an opportunity to study intensively basketry; caning; pith, web, spline and rush seating; mattress making; and woodwork. The school encourages each boy to get as much industrial training as he can.

Last June three of our boys completed the thorough and excellent course in tuning under Mr. Fowler's careful guidance. In September three new boys begin the course, so we are encouraged to believe that tuning will continue to be a field for our pupils.

Of the five boys who graduated in June, one is a salesman, two will attend college, and two will continue with their study of music.

Thus the Boys' Upper School has closed its one hundred years of service. We are looking happily ahead into the future, believing that many changes will come in our teaching technique which will be beneficial to our students.

FRANCIS M. ANDREWS, JR.,
Principal.

THE GIRLS' UPPER SCHOOL

IN the girls' department of the Perkins Institution, the twofold plan of Dr. Howe has gained in strength with the years. We believe that our residential blind pupils still need not only a broad, sound, cultural education, but a wholesome family life, where high ideals are maintained, each member contributing to the comfort and happiness of the others and sharing the responsibilities of the family.

Training in four departments widens the pupil's field of knowledge, thus giving her breadth. Every girl, unless excused by the medical department, receives physical training in the form of gymnastics and dancing. Field sports and swimming in our pool are extremely popular. Intercottage contests foster leadership, team work, fair play and sportsmanship, besides determining which cottage shall receive the loving cup for the highest score during the year.

In the literary department pupils follow a course of study modeled after that of the public school, but changed from time to time to meet the needs of a particular group. They are promoted in each subject according to individual progress. Reading — for the blind, the key to all study — is continued orally or silently through the eighth grade, and kept up through other courses afterwards. Interesting stories, in which pupils read according to parts, foster a dramatic instinct. Mythological tales form the basis of seventh-grade work, and such a book as "Men of Iron," by Howard Pyle, holds the interest of the eighth-grade pupil. Spelling, so necessary for future typists with limited access to dictionaries, is given through grades and high school. Geography, clarified by raised maps, globes, clay models and other tangible materials, as well as books, continues through the eighth grade, furnishing a background for United States history in the ninth grade. (For we have retained a ninth grade where pupils may have time to complete elementary courses, and, above all, acquire much-needed background before taking up high school work.)

Elementary and advanced nature study courses help the pupil to understand and appreciate the beauty in her surroundings and in the world beyond. Nature is studied at first hand, largely out of doors. Enthusiasm for this subject runs high, and during the spring term early morning walks and exploring parties are popular. Better still, in many an individual the love of Nature and the desire to discover for one's self become an unailing source of joy and satisfaction when school days have ended. Arithmetic, with and without a type slate, is carried through the grammar school, to be followed by algebra and geometry, or a substitute course, harmony. English is presented in various forms until graduation.

United States history is succeeded by English and later ancient history. These courses open up new worlds of thought to the pupils, and are enlivened by appropriate trips — to hear a debate of international interest; to see one of Shakespeare's tragedies; to visit an art museum; or to go through an historical building. In connection with general science, too, preparatory to physics, field trips are taken. The girls enjoy visiting the fully equipped laboratory in the boys' department. French and Esperanto, once flourish-

ing, have been discontinued for lack of numbers, but Latin is taught still, and may be elected a second or third year. A course on "How to Study," based on elementary psychology, is given for high school students. Pencil-writing, mastered first by Perkins girls long ago, is kept up through every grade. Today students from other schools eagerly apply for this subject, that they may be less dependent and able to write their own signatures. Typewriting, elected by ninth grade pupils who can write legibly with pencil, is eagerly desired. It includes a course in business correspondence, sometimes followed by shorthand and dictaphone work. Braillewriting as a course is given only to pupils too old to receive such elementary training in the Lower School.

Work in the manual training department is recreational for many of our pupils. Frequently they ask to have more than the allotted four hours a week. This does not imply that the course is easy — rather that it gives opportunity for creative work. The pupil progresses according to individual accomplishment, through hand-sewing to machine sewing, drafting and dress-making; from knitting, through caning, basketry and manual arts to weaving. Another feature of what might be called home economics is the practical housekeeping course in a model cottage, built for the purpose. Here four pupils and two teachers form a family to practice the art of living together harmoniously, as well as to wash and iron, plan, prepare and serve meals, keep a house clean and in order, go marketing, keep accounts and entertain graciously.

In the music department pupils are taught both to appreciate the best music and to interpret it through the individual study of piano or voice, and through group study in Glee Club and Chorus. A few advanced students go to the New England Conservatory of Music; others form a small normal class to teach young seeing children from the town.

Home life is kept as normal as possible by having four distinct families, each with its own house-mother, four or five teachers, eighteen pupils in the early and later teens, and a cook. By having a share in the work of the household, and by daily training in good manners the pupils form desirable habits. We consider it important that these girls shall have an opportunity to learn how to spend periods of leisure. And plenty of recreation and jolly parties they have, inviting friends from outside or from other cottages to join.

In what other ways do we fit our girls for the future? First, by correcting their defects as far as possible, through members of the Perkins staff, skilled in medicine, dentistry, orthopedics and speech work. The psychologists assist us by determining the abilities of the pupils, and the special teacher provides for them, if necessary in a coaching class, where they may discover in what line of work they can succeed. Second, by emphasizing early that they must endeavor to overcome mannerisms if they are to be socially acceptable to seeing people. Third, by introducing a course in vocational guidance where problems regarding possible occupations are frankly discussed. Fourth, by encouraging conferences with the Principal, where perplexities, great and small, may be talked over. Above all, we try to fit our girls for the future by training through the years for character.

ELSIE H. SIMONDS,

Principal.

THE LOWER SCHOOL

THE close of the forty-sixth year of its existence finds the little kindergarten for blind children, founded by Michael Anagnos in 1887, a full-fledged elementary school with an enrollment of fifty-seven boys and fifty-six girls, and a staff of twenty-one teachers and eight matrons. Here, in pleasant cottages and classrooms, separated from the rest of the Institution by a stretch of beautifully landscaped lawn, is laid the foundation for the more advanced work of the major departments of the Upper School, — academic, music and manual arts.

The academic work of the school parallels rather closely in content, though not in method, the work of the early grades of average public schools.

In the kindergartens Miss Humbert and Miss Burrell are primarily concerned with the training of the children in desirable forms of conduct through the medium of activities in which they are interested. Games, rhythmic exercises, sense training, excursions over the grounds, story telling, dramatization, handwork with varying materials, music — all play an important part in the day's work.

In the lower primary grades the major emphasis is laid upon the reading and writing of braille, the development of the basic number concepts, and the formation of habits of good usage in oral and written language. Reading is taught by the word method, with the result that within a few weeks the beginners have acquired a vocabulary sufficient for the reading of books.

Social and natural science are taught informally in these grades, as reading and short excursions around the grounds and the neighborhood stimulate the children's interest in such matters. No textbooks are used. In the upper primary grades this study takes on a more formal aspect, and regular classes in history, geography, civics and nature study find a place in the day's program. Here for the first time modern textbooks are placed in the hands of the children. These books, furnishing as they do the basic facts in the various subjects, are used primarily as reference books, and are richly supplemented by the interesting readings which the teachers bring to the classes from widely varying sources. For this purpose the school owns a small, but carefully selected collection of ink print books.

In all of the classes the children acquire much information and develop many skills through participation in activities in which they are especially interested. In the girls' lower primary department a favorite project this year was the "publication" of a monthly magazine "The Bradlee Companion." In its pages appeared reports of favorite books, news items concerning the doings of the various members of the Bradlee family, descriptions of class activities, stories of general interest based upon newspaper articles read to them by the teacher, riddles, jokes, etc. — all prepared by the children.

In Anagnos Cottage many activities have centered in the reading of "My Weekly Reader," a child's newspaper to which the school subscribes. Some-

times town criers inform the interested populace of the doings of the world; at other times a broadcasting station is erected and manned by the class for this purpose. News games of various sorts are popular, too, and he who can remember the most news and can tell it most interestingly is the winner.

The boys in the upper primary group are interested in chickens. From their small flock of hens many educational values are derived, not the least of which are the hours of productive outdoor exercise which their care entails. At the beginning of the season the boys assume entire responsibility for the carrying out of a carefully worked out schedule which includes the care of the houses, the preparing and apportioning of the food, the watering and gathering of the eggs. In their classrooms the various types and methods of preparing desirable rations, the amount required by each hen, the cost, the price of eggs, their profit for the season, etc., furnish interesting and worthwhile lesson material.

In the girls' upper primary department there has been much interest this year in language clubs. Four such clubs were organized early in the year, and each has vied with the others in arranging and staging plays, special programs and parties for the pleasure of the Glover family.

The achievements of our children in music are a source of much pleasure to all of us. While it is quite evident that blindness could not of itself confer anything in the way of musical talent, yet the source of the old fallacy is not far to seek, when one hears a group of kindergarten children who have been with us only five months sing without assistance (other than the piano accompaniment), and with almost perfect rhythm, tone quality and pitch, some twenty songs. As the children progress through the grades, their singing, under the enthusiastic direction of Miss Thayer, becomes a more and more enjoyable part of their school life.

When the children enter Glover and Potter, the upper primary cottages, all are given the opportunity of taking private piano lessons. Those who show no interest and no ability are allowed to drop this work after a few months' trial. About three-fourths of the children are retained in these classes until they are transferred to the Upper School, where, if they have profited from their early instruction, they are permitted to continue their musical education.

The manual training work in the girls' department consists largely in knitting, although after they have attained considerable proficiency in this art some instruction in simple basketry and weaving is given. The boys, too, are taught to knit, and show as much enthusiasm for it as do the girls. When transferred to Potter Cottage, working in wood is emphasized in the boys' department, with basketry and weaving as minor interests. All of this manual work follows rather closely the courses organized by Miss Frances Langworthy, for many years director of the girls' manual training departments. The details of these courses are incorporated in Miss Langworthy's manual, "The Sloyd System of Manual Training," published by Perkins Institution in 1927.

JESSIE A. LANE,
Adviser.

THE DEPARTMENT OF MUSIC

IN the education of pupils at Perkins Institution the study of music has been held in high esteem from the beginning, a century ago. While most pupils practice the pianoforte, the organ or other instruments more or less, and some study singing and the science of music, it is through co-operative effort that the musical life of our school is brought to the attention of the public.

A very long time ago a band of some twenty players on wind instruments gave public exhibitions of their skill in programs, including the popular marches, waltzes and potpourri of the times, while at a later period a complete little symphony orchestra of some thirty-five or more players gave concerts comprising the works of Haydn, Mozart, Schubert, Mendelssohn and Beethoven, and smaller combinations of instruments practiced and performed many excellent pieces of chamber music, thus marking a distinct upward step in the musical life of the school.

With the removal of the school to Watertown, and the bringing together of both boys and girls at the daily morning chapel exercises, a large mixed choir was deemed best suited to the needs of the situation. This furnished the opportunity for musical self-expression to the largest possible number of pupils, and a mixed choir of approximately one hundred singers, supplemented by a children's chorus of about seventy voices, has for many years and continues to be the chief vehicle for combined musical effort. The band, the orchestra and the chorus, each in its turn has played its part in winning the interest and the respect of the public for our school, and has made possible a gradually rising tide of excellence in musical performance while acquainting our young people with much of the finest music comprising our rich heritage. Through such co-operative effort practically our whole school has acquired a taste for the best in music.

The organization of the music department has been considerably changed since those early days, with more attention paid to the very young children who are conducted into a musical life through the study of music fundamentals, including ear-training, staff and braille notation, scale and chord formation, solfeggio, breath control and tone production, hand-culture, and rote singing in the primary grade. Susan Bourne and Minnie C. Tucker were the first to use tangible musical characters in teaching staff notation, and Miss Tucker, through many years of tireless effort, has worked out a system of fundamental training unexcelled. The child no longer begins music study at the pianoforte or on the violin, but first learns about notation, chords and scales and how they are made. He studies time values and the meaning of signatures, and visualizes these things as he makes them appear on the big staff board provided. Thus prepared to think in musical terms children come to the study of instrumental music with far greater hope of success, and this foundation is evident all through their musical careers.

When a good start has been made the girls begin pianoforte lessons with Miss Gring, while the boys study with Miss Tucker. But all of these children

continue lessons in solfeggio and in rote singing with Miss Thayer, who leads them in all public performances, and the antiphonal singing of this junior choir from the balcony in Dwight Hall during the Christmas concerts is one of the chief attractions, while the participating children are thrilled by the experience, and willingly undergo weeks of rehearsing in preparation for these events. Founder's Day is another occasion when the children's singing forms a part of the yearly program.

With promotion to the Upper School these young pupils are thrown more upon their own resources, and it is here that fundamental training justifies itself. In the girls' department Miss Seymour and Miss Bardin teach the pianoforte, while the singing pupils are cared for by Miss Starbird and Miss Matthews, the latter a Perkins graduate. Class lessons in solfeggio are continued while private instruction in singing begins. At this time these pupils become automatically members of the large school chorus. A Glee Club of some twenty-five girls selected from among the best singers, and led by Miss Starbird, has for many years been making friends for the school by their singing at women's clubs and social functions, and they are in frequent demand, though restricted to a limited number of engagements, owing to regular school duties which may not be neglected. The girls enjoy these opportunities for making new contacts and breaking routine.

In the boys' section of the music department Miss Mary E. Burbeck, who has taught the pianoforte for nearly forty years, retires from active duty to give her available time to the reading of music proof in the braille, her place on the teaching staff being taken by Majorie Johnston, who will not only teach the pianoforte in the lower grades, but is prepared to take beginners in violin, violoncello and trumpet playing. It is hoped that in time an interest in orchestral playing will be reawakened and an instrumental club organized.

Doubtless our new Skinner pipe organ, a gift of former pupils, will stimulate interest in organ playing as musically minded pupils become acquainted with its possibilities, and Mr. Hartwell may be expected to meet every requirement in preparing our pupils to play this instrument.

We are still actively engaged in embossing music in the braille system, adding several hundred new plates to the catalogue each season. There is a great urgency here. Music teachers without sight work under a severe handicap in respect to available music in the braille, and here again Mr. Hartwell, with his fine musical background, and Miss Burbeck, with many years of experience as proofreader, provide a happy combination for doing this work.

For those who would teach the pianoforte, our pianoforte normal course is invaluable. Seeing children from the public schools come to us twice each week for lessons, covering a period of three years. The teaching is done under the supervision of a qualified member of the music staff who holds conferences with the young teachers, when problems are discussed, advice given, and the music to be taught is played to the assembled novices. In consequence of this experience our graduates enter upon their professional careers with assurance. They know what to teach and how to teach it, nor have they gained this knowledge at the expense of their young charges. For many years the New England Conservatory of Music has recognized our normal certificate in lieu of that issued at the Conservatory when Perkins pupils happen

to attend that school for graduation. Our Pianoforte Normal Department has felt the effect of the depression, of the radio and allied causes, but with the return of normal conditions and the increasing attention being paid to class lessons in pianoforte playing in the public schools throughout the country, we are confident that this fine instrument, the pianoforte, will again lead in the number of those who, at one time or another, try to become instrumentalists.

The science of music is another branch of musical training which is coming to be more and more appreciated by those who study instrumental or vocal music, regardless of whether they elect to become professional musicians or remain good amateurs. Youth of today wants to know the root of things, and such subjects as harmony, counterpoint, theory of music and analysis, and the history of music and musicians make an alluring field of study. Here, again, Perkins is fortunate in having as a teacher of musical science, Miss Helen Abbott, whose thorough training and long experience enable her pupils to take a high rating at the Conservatory in Boston when those with professional ambitions attend that school for their final years of study. In addition to these duties Miss Abbott has charge of our music library, making free loans of braille music to all sightless musicians applying.

Several of our advanced pupils have been heard over the radio at regular intervals throughout the year, this being a field particularly inviting to them. A pianist, violinist and baritone singer have been repeatedly commended for these performances.

The Maria Oliver Kimball Fund continues to provide ample means for the purchase of tickets to practically all worth-while concerts and recitals in Boston, and our pupils profit greatly from frequent and regular attendance on these events. Twelve of our primary children attended the Schelling lecture recitals the past season, and seven of them received ribbons awarded for excellent notebooks presented at the close of the series, this being nearly a third of all ribbons awarded. These children had just cause to be proud of their achievement. As these lectures featured the instruments of the orchestra, we may look to see an added interest in the playing of them by at least some of these pupils.

Music is in the air these days, — music good, bad and indifferent. On any and all occasions one hears music, and we are trying to educate and train our pupils to a thorough appreciation and appraisal of the music they hear, and to give to them the joy of self-expression in music, either instrumental or vocal, or both. The proper study of music trains the mind to a high degree, and brings to many a lifelong joy, while a few with exceptional talent will find in music their life work.

EDWIN L. GARDINER,
Director.

CHRISTMAS MUSIC BY THE CHOIR OF PERKINS INSTITUTION
AND THE CHILDREN'S CHOIR OF THE LOWER SCHOOL

JORDAN HALL, SUNDAY AFTERNOON, DECEMBER 13, 1931, AT 3.30 O'CLOCK

EDWIN L. GARDINER, DIRECTOR

PROGRAM

Anthem for Christmas-tide: Rejoice Greatly	<i>John E. West</i>
Antiphonal Carol: In Bethlehem	<i>Kingsley</i>
Chorus for female voices: Noel	<i>George W. Chadwick</i>
Tenor Solo: Voices of the Sky	<i>H. Alexander Matthews</i>
Antiphonal Carol: Little Jacques	<i>Nicholas Martin (1555)</i>
Noel of the Bressan Waits	<i>Darcioux</i>
Christmas Carol: Sleeps Judea Fair	<i>Mackinnon</i>
Antiphonal Carol: A Child's Song of Christmas	<i>John J. Duffy</i>
Ancient Noel: Shepherds, why this Jubilee?	
Austrian Folksong, 1810	<i>Heinrich Reimann</i>
French Carol, 18th Century	
Song of the Magi	<i>Dickinson</i>
Cradle Hymn (Duet for Soprano and Tenor)	<i>Horatio Parker</i>
The Cornish Bells	<i>Tertius Noble</i>
Baritone Solo and Chorus (of mixed voices)	<i>Pietro A. Yon</i>
Festival Carol: Ring Out, Wild Bells!	<i>Fletcher</i>
The Virgin's Lullaby	<i>Old Alsatian Carol</i>
Rex Gloriæ: A Christmas Recessional	<i>Samuel Richards Gaines</i>

THE TWENTY-FIFTH ANNUAL SPRING CONCERT
THE CHOIR OF PERKINS INSTITUTION

EDWIN L. GARDINER, CONDUCTOR

ASSISTED BY THE VANNINI SYMPHONY ENSEMBLE AND SOLOISTS

JORDAN HALL, SUNDAY AFTERNOON, MAY 8, 1932, AT 3.30 O'CLOCK

PROGRAM

The National Anthem (the audience is requested to rise and join in the singing with the choir and orchestra)	
Land of Our Hearts	<i>George Whitefield Chadwick</i>
With Verdure Clad	<i>Franz Joseph Haydn</i>
The Heavens are Telling	<i>Franz Joseph Haydn</i>
Violin Solos:	
(a) Andantino	<i>Martini-Kreisler</i>
(b) Scherzo	<i>Dittersdorf-Kreisler</i>
(c) Minuet	<i>Porpora-Kreisler</i>
The Night	<i>Rheinberger</i>
Scherzando (for the organ)	<i>Pierne</i>
(a) The Night Has a Thousand Eyes	<i>John J. Duffy</i>
(b) Ashes of Roses	<i>John J. Duffy</i>
When Spring Awakes	<i>Weinzierl</i>
Fair Ellen	<i>Max Bruch</i>

THE LIBRARY

THE library of the Perkins Institution and Massachusetts School for the Blind, to use the full term, is really divided into three parts, viz.: (1) the circulating library of embossed books; (2) the reference library; (3) the teachers' library.

1. In the circulating library there are approximately 20,000 volumes with which we supply reading to our pupils and to the "finger readers" of New England, to whom we send out about 22,000 volumes a year. These books are carried free through the mails by the United States government. The year 1931 saw the inauguration of the new government grant of \$100,000 for books for the adult blind. Of this, each circulating library for the blind receives its quota of books, the division being made by the number of readers each library serves. This will soon mean many more books added, and the question of room for them looms large upon the horizon.

2. The reference library of literature on the blind and "blindness" is sometimes called the Blindiana. It comprises approximately 5,200 letter press books in English on the subject of blindness, and several thousand more in other languages of which there are nineteen represented. German leads, with 1,256 volumes; French, 677; Dutch, 193; Italian, 143; Japanese, 93, and so on. This part of the library was started over twenty-five years ago by Mr. Anagnos, the Director, and has been carried on by his successor, Dr. Allen. The books and pamphlets contained therein make possible the conducting of the so-called Harvard class.

In connection with the reference library mention should be made of the museum, which is really divided into two parts:

A. The museum of tangible apparatus for the use of the pupils, providing many specimens of the animal, vegetable and mineral kingdoms, and bringing things, so common to seeing children, under the touch of our pupils.

B. The historical museum on blindness and the blind. This is quite international in scope, and covers pictures, albums and historical apparatus showing the development of methods of reading and writing and education in general, as well as games and amusements from countries all over the world.

3. The teachers' library of about 6,000 volumes is just what the name would imply, for the use of the teachers; reference books, the classics, letter press books to use with the braille editions, and perhaps 1,500 titles of "just books."

During the summer a transformation has taken place in this library, and it has been moved to a gallery over the entrance to the main library. There is an entirely new setting of attractive shelving, in the center of which, on a bright new rug, is a round table of magazines.

MARY ESTHER SAWYER,

Librarian.

THE DEPARTMENT OF TEACHER TRAINING

ONE of the latest contributions of Perkins toward the cause of the education of the blind has been two courses for the training of teachers, so that instructors of blind children might begin their responsible task with some knowledge of the problems to be encountered.

The group that assembled this year showed that the need for such training is being more and more appreciated. One student was from India, one from Chili, one from Bermuda, and the others from all parts of the United States. The Harvard Class, conducted by Harvard University, with Dr. Edward E. Allen, Harvard lecturer and our Director-Emeritus, at its head, numbered seventeen regular students. Two members were non-resident, and the others were a part of our school family. As Dr. Allen had not arrived from England at the opening of the Harvard year, his assistant gave three lectures usually presented by him, but by October 16 he took up the work with his usual vigor, and with the assistance of numerous specialists whom he calls about him, twenty-nine lectures were given, long reading lists were covered, and nine conducted field trips were taken, visiting fourteen agencies for the help of blind people. Several short papers and a term paper requiring individual research were labored over by the students.

When the Harvard Class had finished its sessions, twelve members of the group, with one additional person, assembled as the Perkins class in Special Methods.

There were many requirements for the students. Daily conferences and lecture hours, observation, practice teaching, made full days. Considerable written work was called for, — reviews of the major school subjects studied, and brief accounts of ten educational or inspirational books. Oral discussions of lectures and of school problems were a feature of the training. The teachers of the Perkins staff contributed, as always, most helpfully by admitting students as observers, by giving them opportunities for actual teaching, and by contributing lectures on their specialties. Their reports, also, were most valuable in making out an estimate of an individual's abilities.

The members of the class were early impressed with the necessity of being contributing members in our school family, and a summary of their services is rather impressive. They were used to take charge of regular classes or divisions of classes, to teach braille, to be substitutes in case of the illness of a teacher, to help supervise swimming classes, to act as leaders to church or concerts, to supervise evening study hours, to do supervisory duty in the Lower School, and many other services at need. We have reckoned that our Harvard and Special Methods students have saved the school the expense of two substitute teachers. They have also shared in all the activities of their cottage family life, and in all the social affairs of the Institution.

JESSICA LANGWORTHY.

THE DEPARTMENT OF EXPERIMENTAL PSYCHOLOGY

THIS history is a conspicuous example of the possibility and results of co-operation towards a common goal. Seventeen years ago Dr. Allen and Dr. Burritt sensed the value of the application of psychology to various problems in residential schools for the blind, and independently arranged for pioneer work. In April, 1916, Dr. Allen added to his staff as psychologist, Miss Ethel Taylor, and Dr. Burritt started a department of research at Overbrook, with Katherine Roesse as tester, under the direction of the writer.

As is wise in new movements, a preliminary survey preceded recommendations for change. This seemed particularly important because the success of work of this kind depends upon the co-operation of teachers as well as superintendents, and in residential schools with a long, proud history an attitude of conservatism is most natural. While resistance to the new, as such, was not in evidence, the "Missouri attitude" of demanding proof of the value of the new was a constant challenge to the newly established departments of research. As a matter of fact, while psychology had been making great strides in the educational world of the seeing, the relatively isolated educational status of schools for the blind had protected them somewhat from inoculation by the new educational principles. The first general aim, then, was to convince the staff of these two schools that psychology had something valuable to contribute, and, building upon the work in these schools, to push the interest outward as rapidly and widely as seemed feasible. Various propaganda methods were used in Perkins and Overbrook, such as general lectures upon problems in educational psychology for the teachers, talks on practical psychology for the students in morning chapel, and encouragement of the habit of frequent conferences between the teachers, visiting psychologists and resident testers.

The specific results of the new movement were varied, but far-reaching. The public schools for the seeing had become pretty well convinced of the value of standardized tests in school subjects, and were using them widely for comparative purposes, both within a grade and to contrast similar grades in different schools. The diagnostic value of such tests had also been widely recognized, since they readily made evident to the teacher which parts of her subject had not been mastered by individual students. The survey of seven schools in 1919-20 led to the publication of a manual of tests which has been followed in recent years by a number of further adaptations of achievement tests for use with the blind.

The work with intelligence tests is perhaps of still greater importance. Mr. Irwin's tentative adaptation of the Binet test in 1914, revised in 1923 on the basis of over a thousand cases, and again in 1929 on the basis of more than 1,800, has been used all over this country and in many foreign schools. While there are still a few schools for the blind and a few classes for semi-sighted in which no regular intelligence testing is done, 21 residential schools

use the tests as supplementary evidence on questions of admission, promotion or placement after graduation, and 11 more have recently expressed their desire to introduce such a system.

The third important development is the consideration of emotional adjustment. The new dynamic psychology upon which is based the resolution of difficulties of problem children brought to psychiatric clinics, undoubtedly has as much value for the blind as it has for the seeing. Only a beginning has been made along this line, but Miss Maxfield's work at Perkins showed the need and the possibilities. If psychiatric advice can be made available, this third line of contribution will be greatly facilitated.

The fourth special contribution, related to the last, is the correction of speech defects. Blindness alone is a sufficient handicap to social adjustment. Ineffective or defective speech puts the blind person at a double disadvantage, and the possibility of rapid improvement in many cases made possible by the methods developed and taught by Dr. Sara M. Stinchfield of Mt. Holyoke College has been a great encouragement, both to the teachers and to their pupils.

A fifth contribution has been the enlistment of a series of capable Mt. Holyoke graduates in work for the blind, as testers and secretaries in the schools and at the Foundation.

Whatever success we have had has arisen by a process of logical unfolding, made possible only because the different participants were able to co-operate cordially. As evidences of this success we point to the Research Departments at Perkins and at Overbrook, the Department of Research and the "Forum" at the Foundation, under Miss Maxfield, who got her training at Perkins, Dr. Allen's Harvard Course to raise the level of teaching in schools for the blind, the Experimental School at Perkins in co-operation with the Foundation, the series of psychological and educational publications at both schools and at the Foundation, and, finally, the inauguration at Perkins next year of the Department of Personnel and Research.

SAMUEL P. HAYES,

Director.

THE DEPARTMENT OF BUILDINGS AND GROUNDS

AT the beginning of the second century it may be of some historical interest to record briefly not only the present condition of the property, but to outline the type of maintenance work now required. Although we of the present day may well regard the present group of Watertown buildings as the final form of this institution, a glimpse into the past warns us that only change is permanent, and for the benefit of the interested one hundred years hence in comparisons we make the following notations.

In general, it may be said that the property is today in physical make-up much as the builders left it twenty years ago, and much as it was reported and pictured in the annual report of 1912. To the visitor, of course, there would be a great difference, for now the buildings are softened not only with the aging of the bricks and mortar, but with the greenery of shrubs and the colors of flowers. With the perfect unity of its buildings and a glorious heritage of trees from the past, coupled with many plantings made by Director-Emeritus Allen during his tenure of office, it may safely be said that the ensemble goes to make the campus of Perkins not only one of the finest in Boston, but one with a distinct flavor of the English scene which even the casual visitor is able to sense.

This atmosphere is accomplished in the plantings by the use of ample green swards, the avenue of English elms, several fine English beeches, and an avenue of lindens, both the latter having come with the property as the result of plantings by the Stickney family.

With these fundamental plantings and the architectural beauty of the Gothic closes, quadrangles, etc., the completion of the English atmosphere must and should depend on the more intense cultivation of the little cottage gardens which the architect so properly provided; on the wider adaptability of the Director's garden as a classroom, for which purpose it is even now much used; and on the care by cultivation, fertilizing and pruning of the trees and shrubs existing.

Some efforts were bent towards these ends this past year in so far as the modest appropriation would permit. The North Beacon Street gate planting was improved, as previously planned by Dr. Allen, by the placing of a hedge outlining the planting. Lighted Gothic signs were placed on two important frontages, enabling the passerby to identify the Institution. The avenue of English elms was carefully pruned. The cottage gardens were placed in the hands of a trained English gardener who has already made them bright with flowers. Many of the brick walks have been relaid about the grounds. The planting in front of the main building has been extended, and a start has been made towards gradual removal of the decrepit pear orchards, in the center of which the main building was originally set. Among other projects on the grounds was that of the complete rebuilding of the boys' running track in preparation for the interscholastic track meets which were a feature of the spring season.

Space now forbids further consideration of the exterior aspects of Perkins which will, we feel, grow even more beautiful with a reasonable amount of care and planting. And this statement, it might be added, may also be made for the interior of the buildings, substituting the word "decorating" for that of "planting." While the surroundings of the buildings have shown growth and improvement in the twenty years since the report of 1912, the same cannot be said of the interior. Few, if any, structural additions or changes have taken place, and when it is realized that the combined floor and wall space of the Watertown establishment is over one million square feet it will be seen that the matter of upkeep and decoration is of sizable proportions and importance.

Structurally speaking, it might be said that the buildings are in good shape after two decades of weather wear and tear. Considerable trouble has been had (and doubtless always will be had) with damp walls, but this is something that twenty years' experience has shown must be endured rather than cured, owing to the type of construction, but considering the 800 or more rooms, there is not too great an amount of this trouble. As a step to prevent as much as possible, however, a competent roofer and metal worker has been added to the maintenance staff during the last few months.

As a constructive step towards a complete and needed redecoration of the cottages, this past year has seen the inauguration of a planned schedule and scheme of painting, the work of redecorating the pupils' quarters in Anagnos, Bradlee, Moulton and Bridgman having been completed this season, in addition to the regular maintenance painting in all of the other buildings.

Other changes which a frequent visitor to Perkins might note have taken place in the main (Howe) building:

A change in the arrangement of the offices has adapted the central office for reception purposes, the west office for the Director's use, the east for the Registrar, while the bookkeeping office remains as before.

To make room for the Deaf-Blind Department the teachers' library has been moved from its time honored position to the gallery at the west end of the braille library.

The porch on the boys' side of the main building has been glassed over and adapted for use as a small greenhouse which will be helpful in giving instruction in nature study work and also in teaching the rudiments of gardening, which, since the war, has been increasingly advocated as an avocation for the blind.

On the first of January Mr. Frederick Flanders retired as Superintendent of Buildings after thirty-five faithful years of service, and the present incumbent cannot end this report without a word of appreciation for Mr. Flanders' aid and consideration since that time. Certainly financial remuneration can never repay the interest and spirit of this and so many other servants of Perkins, whose one aim it always is, not only to educate, but, in the case of those connected with maintenance, to make life comfortable and pleasant for the students, who, however handicapped they may be, are nevertheless so susceptible to environment.

NELSON COON,
Superintendent.

THE WORKSHOP FOR ADULTS

THE industrial department has kept its twenty blind workers fairly busy during this year of universal depression. The amount of \$13,260.48 was paid to them in wages, which is but 6 per cent less than was paid last year, \$14,075.72. The average for the preceding five years, \$13,788.90, is 4 per cent greater than for the present year. We are fortunate that we do not depend much on newly manufactured articles, but that our principal reliance is upon repair work. However, it is important that we receive our share of the profitable new work to help toward our "overhead" and the wages of the seeing people necessary to our establishment. The final accounts for the year will probably show a greater loss than in recent years, due to the scarcity of orders for new work.

We have now passed the second year of occupancy of our new building, so modern, convenient and spacious, and we wonder what report we could have made were we still using the cramped quarters of our old shop, and serving the limited territory of those days. The additional truck we put into service two years ago has brought to us much work we would otherwise have been unable to get.

Our best advertising has been turning out a satisfactory mattress — indeed our only advertising, save for occasional announcements to our list of customers. Our shop is sustained by the continued patronage of those of our friends who appreciate the merits of hair mattresses, and believe that our blind people, with their developed sense of touch, are peculiarly able in the filling of such mattresses.

We have kept abreast of the times by making the new inner spring mattresses when requested, using horsehair for the top and bottom layers. A handicapped workman must have the best tools to work with, so we use the best materials to make the articles we manufacture, the best horsehair, goose feathers and chair cane. This is well known to most of our friends, and explains the confidence with which they entrust their goods to us.

On this, the one hundredth anniversary of the founding of the Perkins Institution, some of the high lights in the history of the Workshop may be of interest.

In 1840 the Workshop for Adults was opened by Dr. Howe, "for the purpose of providing employment for those pupils who have acquired their education and learned to work, but who could not find employment or carry on business."

In 1841, there was established a salesroom at 152 Washington Street, where were sold "mattresses of hair and palm leaf, cushions, entry mats, shoe brushes, cloth-brushes, brooms and various articles of fancy work."

In 1850, a state appropriation of \$5,000 was secured, to which the Institution added a like amount, making it possible to build a workshop. It stood then on Emerson Street, directly opposite the old Perkins Institution building in South Boston. A grassy slope with a pathway of steps led down to it

from the street, giving it a more impressive appearance than it had after it was moved in 1872 to the site immediately in front of the present building on East Fourth Street.

It was Dr. Howe's endeavor to make the work of the adult blind self-sustaining — to make a profit on the labor of the workmen as well as on the sale of materials. Through all the years this effort was ever in mind, and still is, but it was not until 1890, when Eugene C. Howard became the manager, that it was more nearly attained. Mr. Howard was a practical upholsterer, an excellent business man, and he concentrated his energies on mattress making, building up the business so well that comparatively little help was needed from Perkins to carry it on. After he resigned in 1906, because of illness, he continued his interest in the welfare of the shop and its personnel, and was of great aid to the writer by his advice and counsel. Mr. Howard will never be forgotten by those who were associated with him. He passed away in 1912.

A few of the men Mr. Howard trained are still with us, and we have one man, Thomas Franey, now pensioned, whose memory carries us to a distant past, for he came to the Workshop as an apprentice in 1873, while Dr. Howe was still the active director of Perkins.

In March, 1930, we moved into our present building, which is equipped with every sanitary and mechanical device necessary for the manufacture of new mattresses, pillows, etc., and the renovation of old ones. With ample space for storage, and for the addition of other industries, we hope to make our industrial department increasingly useful to a larger group of blind workers. A caretaker's cottage, with garage space, completes our plant.

The following is a résumé of the work done and wages received during the fiscal years ending August 31, 1931 and 1932:

	1930-31.	1931-32.
Mattresses received from hospitals and other institutions	946	792
Mattresses received from individuals	1,910	1,679
Total mattresses received	2,856	2,471
New horsehair picked (pounds)	6,600	7,400 ¹
Old hair picked (pounds)	106,891	88,056
Mattresses, new and remade, sent out	3,289	2,658
Chairs recaned	3,357	3,256
Wages paid to mattress makers	\$7,838.54	\$7,443.41
Wages paid to seamstresses	1,266.80	1,212.68
Wages paid to chair caners	4,970.38	4,604.39
Total wages paid to blind workers	\$14,075.72	\$13,260.48
Sales for the year	\$46,663.00	\$40,147.55

¹ Includes 2,000 pounds of hair for eighty new mattresses made for the Whidden Memorial Hospital, Everett, Massachusetts.

FRANK C. BRYAN,
Manager.

THE HOWE MEMORIAL PRESS

THE Howe Memorial Press has been particularly active in the production of books during the year. This was made possible by the grant to the Library of Congress for books for the adult blind, which is apportioned among the several braille presses of the country. We have embossed 6,187 pages of literature, fully twice as many as have been made in any previous year; 934 pages of music were also embossed.

Of the seventeen books placed in circulation, three of them, printed for the Library of Congress, accounted for nearly half of the pages of literature, and explains our increased production. These three were: "Edison: the Man and His Work," 3 volumes, 692 pages; "The Life of Pasteur," 6 volumes, 1,326 pages; and "Radio and Its Future," 4 volumes, 808 pages. In addition, three books were done for our press, and eleven books were made for the Department of Special Studies.

There are some 3,400 plates of braille in preparation, of which 1,800 are for the Library of Congress. Of the latter, "The Best Stories of Sarah Orne Jewett," 4 volumes, 735 pages, is almost ready for printing, and "Two Thousand Years of Science," 6 volumes, is three-quarters completed; this book will also have thirty-five outline drawings. Other books have been awarded to us, so we look forward to another busy year.

In making these books for the Library of Congress, we have had to depart from the style of binding favored by Dr. Allen for the rather bulky, stiff bindings preferred by librarians generally. No doubt, books bound in the conventional way have an appeal to the eye, but there is much to be said in favor of our "saddle-stitch" binding, not the least of which is the light weight, ease of handling and long life.

We have other books in various stages of completion, including eight one-act "Perkins Plays," which will be ready for the coming school year, and "Selections from the Poetical Works of Dr. Oliver Wendell Holmes." The latter book was originally printed in "Boston Line Letter" in the year 1885, and enjoys a special significance for Perkins, since Dr. Holmes composed a poem of "Dedication" expressly for this edition, and selected many of the poems he thought would be of particular interest to blind readers; all these are marked in our braille edition. The two volumes now being embossed will include a number of other poems selected by Miss Julia E. Burnham to round out two volumes. It will also have a preface written by Miss Mary C. Moore, a former teacher at Perkins, who was a member of the committee that waited on Dr. Holmes. The book was one of the earlier ones embossed under the Howe Memorial Press Fund, and recalls to us the great debt we owe to Mr. Anagnos for his successful attainment of the endowment for our press, which, because of its great benefit to the blind everywhere, may be considered second only in importance to his establishment of the Kindergarten for the Blind.

All this has meant an increase in our force of embossers and proof-readers. One of the latter is a recent graduate of Perkins, Albert Czub, who has proved painstaking and accurate in this work, and is rapidly learning to operate one of our stereotyping machines, that he may follow in the footsteps of Richard Barnard, our most experienced stereotypist. Dick Barnard's work is the most widely known of any of our operators, since we share his services with the National Braille Press. He makes all the plates for "The Weekly News," "Our Special," and "The Jewish Braille Review," and finds time to do many plates for our press, usually the difficult work which must be so presented that fingers will get the author's meaning in the clearest and surest way. This is one very important reason why we favor blind stereotypists for much of our embossing.

This year 1,610 braille slates were sold, which is but 70 per cent of the average sales for the past five years. Other items on our appliance list have suffered likewise.

We have made ready another model of the Perkins braillewriter, which we believe will be produced for less money than former machines. It will have both a line spacer and a back spacer, both important features for rapid braille. The carriage will take any paper suitable for braille, in the same manner as inserting paper in an ordinary typewriter.

Various articles are being added to our list of appliances as the need for them arises. Not long ago Mr. Ierardi ran a series of articles on chess in "The Weekly News" which brought a number of inquiries about the game. We found it better to import chessmen from the National Institute for the Blind, London, than to make them ourselves, but the boards we make here, fashioned after our sunken checker board.

Another addition to our appliances is an aneroid barometer, for which we made the special dial required for finger reading. The dial differs from that on the usual instrument in having the glass removed to give the finger opportunity to make the reading, with the marking hand placed under the moving one. An instrument company supplies the barometer unit and outer case. The dial has Arabic figures for the eye, as well as braille for the finger, and the weather readings range from 28 to 31 inches by .05-inch graduations. The instrument is accurate and is sold at a reasonable price. Schools for the blind having science classes will welcome the opportunity to secure such an instrument for class use.

Not long since a correspondent asked for a magnetic compass. We will try to help this man, though it seems very doubtful that a compass can be made for the blind. It was in furtherance of Dr. Allen's fervent desire to meet the needs of the blind through the solving of such problems, and through the manufacture of appliances of precision, that the appliance department of the Howe Memorial Press was established.

A table giving the production and sale of appliances for the past year, and the grand total since September, 1907, will be found on page 43.

FRANK C. BRYAN,
Manager.

HOWE MEMORIAL PRESS

WORK ACCOUNT FOR THE YEAR ENDING AUGUST 31, 1932

Plates embossed:			
Literature	.	.	6,187
Music	.	.	934
		7,121	
Printing:			
Braille	.	.	425,989
Boston Line Letter	.	.	45,814
		471,803	

APPLIANCES AND GAMES.	Made this Year.	Sold this Year.	Total sold from Sept. 1, 1907, to Aug. 31, 1932.
Pocket slates	1,194	620	15,604
Desk slates	2,491	990	16,298
Card-marking slates	—	10	153
Styluses	4,048	4,024	74,529
Braillewriters:			
Hall	—	—	145
Boston	—	—	68
Perkins model A	—	—	106
Perkins model B	—	—	100
Perkins model C	—	8	93
Writing boards:			
Perkins Shorthand	—	—	12
Aluminum	—	50	1,647
Fiber	—	623	11,444
Aluminum alphabets	271	151	1,529
Wire signature guides	52	19	495
Peg boards:			
Plain	10	92	1,155
Reversible	—	9	278
Map cushions	2	2	74
Caning vises	—	—	68
Wringer printing presses	6	1	12
Thermometers	96	14	197
Barometers	70	1	1
Season apparatus	—	—	3
Games:			
Checkers	180	184	3,338
Chess	6	1	1
Dominoes	69	107	2,492
Puzzle-peg	33	27	315
Cross-word	—	—	18
Playing cards	52	63	1,316

During the year the Press purchased letter-press books for the Special Reference Library and for the Circulating Library, amounting to \$517.81, and purchased embossed books from other presses to the value of \$730.78, a total of \$1,248.59.

REPORT OF THE REGISTRAR

ON the first of October, 1932, there were registered at Perkins Institution 310 blind persons, or two less than the number listed just a year previous. This enrolment includes 79 boys and 78 girls in the Upper School, 56 boys and 55 girls in the Lower School, 22 teachers and officers and 20 adults in the industrial department at South Boston. There are also 10 resident pupils of the Harvard course on the Education of the Blind. There have been 47 admitted and 49 discharged during the year.

While the health record has been marred by the presence of whooping cough, measles, appendicitis and grippe among pupils of the Lower School and teachers, and several accidents befell the older members of our households, yet all made good recovery, and the work did not suffer materially. There was, however, one interruption by death, — that of Angelo Cammarano, who was drowned June 18, 1932, while on a camping trip with other boys from this school. Angelo was a fine lad of eighteen years, a good student, popular among his schoolmates and endeared to them and his teachers, upright in all his dealings and full of promise of achievement in the years to come.

Causes of Blindness of Pupils admitted during the School Year, 1931-32. — Optic atrophy, 11; optic atrophy, atrophy of retina and choroid, 1; congenital, 1; congenital optic atrophy, 5; congenital optic atrophy and retinitis, 1; congenital cataracts, 2; congenital cataracts and optic atrophy, 3; congenital dislocation of lenses, 1; albinism, 2; retinitis pigmentosa, 2; choroidal atrophy, 1; central choroiditis and optic atrophy, 1; chorioretinitis, 1; chorioretinitis and optic atrophy, 1; chorioretinitis and disorganized globes, 1; anophthalmitis and disorganized globes, 1; buphthalmos, 1; buphthalmos and anophthalmitis, 1; iridocyclitis, 1; interstitial keratitis, 1; old retinitis and optic atrophy, 1; separation of the retina, 1; degeneration of the retina, 2; leucoma corneæ, 3; leucoma corneæ and congenital cataract, 1; leucoma corneæ and disorganized globes, 1; leucoma corneæ and aniridia, 1; microphthalmos, 1; microphthalmos and congenital coloboma, 2; microphthalmos and congenital cataracts, 1; microphthalmos, congenital cataracts and optic atrophy, 2; diphtheria, 1; brain tumor, 1.

GRADUATES OF THE CLASS OF 1932

Peter F. Campbell.	Paul Giuliani.	Dorothy Mae Ingersoll.
Alfred Cormier.	Charles Simons.	William E. Powers.
Edith Naomi De Dominicis.		

CERTIFICATES FROM THE PIANOFORTE TUNING DEPARTMENT

Albert Czub.	Alfred E. Reinert.	Aldo Marchisio.
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CERTIFICATES FROM THE MANUAL TRAINING DEPARTMENT

Edith Naomi De Dominicis.	Beulah Clarabelle Kelley.
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ANNA G. FISH,
Registrar.

LIST OF PUPILS

OCTOBER 1, 1932

UPPER SCHOOL

Accorsi, Annie.
Beaudoin, Marie.
Bedrosian, Mary.
Bleendes, Florence.
Buckley, Frances A.
Burt, Eleanor T.
Candage, Rachel E.
Capone, Mary C.
Casella, Frances.
Chelifou, Doris E.
Coombs, Shirley.
Correia, Fanny.
Corsi, Angelina.
Crossman, Evelyn.
Czyzewski, Margaret J.
Dardioli, Luigina.
Dean, Virginia M.
Della Morte, Maria.
Doherty, Kathleen E.
Downey, Mary A.
Duquette, Blanche.
Falcione, Helen O.
Foley, V. Marion.
Furtado, Matilde.
Gialombardo, Rose E.
Getchell, Barbara.
Godin, Leona A.
Guernsey, Rena G.
Harasimowicz, Alice.
Harley, Rita M.
Haswell, Thelma R.
Hinckley, Geraldine.
Homen, Georgianna.
Irwin, Eleanor I.
Johnson, Doris L.
Killelea, Mary A.
Lamoreux, Mary J.
Libbey, Fannie E.
Lord, H. Edith.
MacDonald, Marion.
Machon, Wanda.
McEvoy, Evelyn M.
McGovern, Velma.
McNamara, Eileen.
McNamara, Lorraine.
Mierzewski, Stephanie.
Milner, Edith L.
Mitchell, Ethel G.
Moses, Annie R.
Mullaney, Margaret L.
Newman, M. Aliene.
Nickerson, Vivian M.
Nicolais, Lucy.
Nicolau, Kyriake.
Nowicki, Janina.
Ogilvie, Hilda M.
Peaslee, Bernice C.
Pepe, Carmella.
Pepe, Philomena.
Reese, Helen.
Reinert, Marion.
Ricker, Ruth.
Saruta, Keiko.
Saverino, Maimie.
Shiros, Anna.
Silvia, Emma.
Stanevicz, Mary.
Stevens, Charline E.
Surprenant, Lillian V.
Szezerba, Mary.
Takei, Ine.
True, Wilma L.
Wadleigh, Beatrice.
Whitman, Marian E.
Widger, Evelyn L.
Withrow, Cora.
Wolfson, Martha.
Younie, Bernice E.
Adams, Raymond G.
Barker, Douglas H.
Barrett, Robert C.
Bowden, Robert F.
Butler, M. Joseph.
Calderaro, Rosario.
Cambardelli, Arthur J.
Campbell, Peter F.
Caroselli, Andrea.
Carr, Walter P.
Casella, Charles.
Cetto, Joseph.
Chapman, Winthrop C.
Chombeau, Bertrand.
Cliche, Emery.
Connelly, Edward P.
Consigli, Albert.
Cook, William L.
Cookson, Robert.
Cormier, Alfred.
Costa, Anthony.
Crandall, Henry.
Di Francesco, John.
Di Stefano, Albert.
Egan, John P.
Fiske, Howard R.
Frizzell, Frederick.
Gagnon, René.
Giannes, Nicholas.
Giuliana, Paul.
Greene, Frank H.
Hanley, Francis X.
Hannon, James E.
Hannon, John F.
Hull, Richard L.
Hutchinson, Wm. L.
Ireland, Carl V.
Kesselman, Max.
King, John C.
Kwoisnieski, Thad. W.
Lahti, George V.
Lincoln, Carlton G.
Lubin, John.
Macaluso, Biaggio.
MacLaughlin, Leroy B.
Marchisio, Guido.
Maschio, Angelo N. B.
Maynard, Merrill A.

McGillicuddy, John L.
 Michaud, J. Armand.
 Miskiavitch, Norbert.
 Mukhdjian, Tateos.
 Nagle, John F.
 Neuwirth, William A.
 Nichols, Alaric G.
 Pasterczyk, Henry.
 Petherick, George.
 Petze, Vincent A.
 Pike, N. Neal.
 Plourde, Gilbert.
 Pollino, Anthony.
 Porter, Ralph M.
 Rainville, Harvey J.
 Ramos, Joseph.

Rock, Raymond G.
 Rubin, Manuel.
 Sears, Clifton L.
 Shulman, George.
 Small, Philip L.
 Spelman, Kenneth.
 Stebbins, Robert R.
 Stott, Lester W.
 Swett, Frank A.
 Tancrelle, Gideon.
 Thompson, R. Lawrence.
 Tobey, Arthur W.
 Vachon, Edouard.
 Vincent, A. Roy.
 Williams, Clifford.

LOWER SCHOOL

Allen, Florence H.
 Andrews, Mary.
 Blakely, Priscilla.
 Bourdon, Natalie J.
 Bresnahan, M. Fay.
 Cerullo, Ida.
 Clarke, Virginia.
 Correia, Angelina.
 Cox, Ruth A.
 Davy, Lillian.
 Del Padre, Eva.
 Deschesne, Marie.
 Devino, Catherine L.
 Farmer, Regina J.
 Gibalerio, Kathryn Z.
 Graham, Alvaetta.
 Gurry, Martha V.
 Helbert, Catherine T.
 Johnson, Virginia L. B.
 Kennedy, Ethel I.
 Kovalczyk, Lorraine J.
 Logan, Mertys M.
 Lovejoy, Mildred E.
 Lovett, Thelma L.
 Maffini, Gloria F.
 Miller, M. Alice.
 Minezzi, Virginia.
 Moreau, Barbara L.
 Mulford, Norma J.
 Murby, Harriet E.
 Nadeau, Cecile.
 Nicholas, Bernice.
 Nicholas, Doris.
 O'Donnell, Louraine.
 O'Shea, Anita M.
 Oulton, Sabra.
 Pepe, M. Angelina.
 Polizzi, Jennie.
 Pomerleau, Grace.
 Potter, Ruth.
 Price, Ruth E.
 Regan, Mary.
 Reinert, Elsie.
 Reynolds, Dorothy H.
 Robbins, Mary.
 Roode, Marilyn.
 Stanley, Norma M.
 Swanson, Grace E.
 Szalay, Agnes.
 Taylor, Everill.
 Tebbetts, Margaret E.
 Therrien, M. Rose.
 Tirocchi, Salma.
 Tramontozzi, Elena.
 Youngblood, Mary J.
 Allen, Alden E.

Autuori, Americo.
 Bessette, Francis E.
 Bik, Dimitry.
 Boardway, Norman F.
 Bradford, James A.
 Briggs, Clarence.
 Cirella, Anthony.
 Close, Malcolm G.
 Correia, Frank.
 Correia, Joseph.
 Corsi, Alfred.
 Cotter, Thomas E.
 Delaney, James D.
 Doncaster, Wendell V.
 Ellis, Warren P.
 Fortes, Andrew.
 Fournier, Francis J.
 Fried, A. Robert.
 Gayzagian, Albert K.
 Gifford, D. Paul.
 Graham, Douglas M.
 Haggett, Earl.
 Hutchinson, Joseph J.
 James, Virgel L.
 Johanson, Norman C.
 King, Carl S.
 Kiwior, Bronislaw.
 Legasse, Silvio.
 Lesiczka, Joseph.
 Lewis, Winfield E.
 Macomber, Hollis N.
 MacShawson, Irving J.
 Marinello, Domenic.
 Martin, Earl.
 McNamara, W. David.
 Medeiros, Joseph.
 Merriam, Francis C.
 Morris, K. Arnold.
 Morrison, John J.
 Nicholas, Leo.
 Patch, Robert.
 Rosati, Ettore G.
 Sacco, Anthony.
 Saint, W. Francis.
 Santangelo, Samuel P.
 Scott, Robert J.
 Southern, Charles D.
 Sprague, Charles R.
 Strangis, John F.
 Tulip, David J.
 Van Vliet, Franklin E.
 Walsh, James.
 Whitman, Lewis A.
 Zarr, William.
 Zermas, George.

ACKNOWLEDGMENTS

I. — ACKNOWLEDGMENTS FOR CONCERTS, RECITALS AND LECTURES

To Mrs. FRANK CHOUTEAU BROWN, for ten tickets for a concert by the Boston Music School Settlement in Jordan Hall, Boston.

To Dr. SAMUEL P. HAYES, for a lecture on "Co-operation," and again for one on "Why do we make blunders?" and also for one on "Fear."

To Dr. SARA STINCHFIELD, for a talk on her travels in Europe.

To Mr. ROBERT B. IRWIN, for a talk on braille type, grade two.

To Mr. WILLIAM D. STRONG, for a pianoforte recital.

To Mr. HOWARD GODING, for a pianoforte recital.

To the WATERTOWN LEGION POST, through Commander James T. Phelan, for a band concert.

To Mr. RICHARD PLATT, for six tickets for a pianoforte recital by his blind pupil, Lewis Drentwett, in Jordan Hall, Boston.

To the clergy of Watertown, for chapel talks during Lent.

II. — ACKNOWLEDGMENTS FOR GIFTS

To Mrs. E. PREBLE MOTLEY, Mrs. WALTER C. BAYLIES, Miss ELEANOR S. PARKER, Mrs. HENRY H. SPRAGUE, Mr. FRED WALSH, Hon. CHARLES R. DOEBLER, Miss CARRIE O. SILLOWAY (in memory of her mother), Mr. ROBERT H. GROSS, Mrs. ROY E. LAWTON, Mr. ARTHUR EAKINS, Miss GERTRUDE NEWHALL, Miss EDNA VAN HORNE, the primary department of Union Congregational Church of Weymouth and East Braintree, through Mrs. NEWMAN PAGE, the Second Church Sunday School, children of a summer Sunday School at Goodwin's Landing, Marblehead, through ALTHEA RUTH WILBER, and children of Temple Israel Religious School, Boston, for gifts of money.

To the BOSTON COMMITTEE FOR THE BLIND, Mrs. Robert E. Naumburg, chairman, for gifts of money, clothing, confectionery and ice cream, personal service to some of our pupils, cottage sociables for the several family groups, a week's camping party for a number of the boys, and regular conveyance for several pupils to and from Temple Israel, Boston.

To the parish of St. Patrick's Church, Watertown, for regular transportation of pupils to and from services at that church.

To the Rev. JOHN B. HILL, for a gift of furniture.

To Mrs. ROBERT E. NAUMBURG, Mrs. HENRY ROSENBAUM, Mrs. ELMORE I. MACPHIE, Miss GLADYS SANBORN, for clothing; and to Mr. SEELIG of Temple Israel, for dress suits for members of our choir.

To Mr. A. S. ARONSON and Mr. J. ROBERT BOOMER, for pieces of textiles.

To Mrs. W. B. BROOKS and Mr. CHARLES J. BLEILER for victrolas, with many choice records; to Mrs. MORRISON, for player-piano rolls; to Miss H. I. PORTER, for a gramophone with records; and to Mrs. DAVID PINNER and Mrs. WILLIAM STELZER, for radios.

To Mrs. JOHN B. THAYER, for four barrels of apples; and to an anonymous friend, for confectionery at Christmas time.

To Mrs. BARCLAY TILTON, through Miss EMILIE POULSSON, and to Mrs. MINNIE HOWLAND, for dolls for the little girls.

To the executors of the estate of Mrs. F. M. BIRD, for an oil painting.

III. — ACKNOWLEDGMENTS FOR BOOKS, PERIODICALS AND NEWSPAPERS

American Review (embossed), The Beacon (embossed), Braille Courier (embossed), Braille Star Theosophist (embossed), Catholic Review (embossed), Christian Record (embossed), Christian Science Monitor, Christian Science Quarterly (embossed), Church Herald for the Blind (embossed), Colorado Index, Congregationalist, through Mrs. GEO. H. REED, Esperanto Ligilo (embossed), The Evangel (embossed), The Herald of Christian Science (embossed), Illuminator (embossed), International Braille Magazine (embossed), Jewish Braille Review (embossed), Lions Juvenile Braille Monthly (embossed), Lutheran Herald for the Blind (embossed), Lutheran Messenger for the Blind (embossed), Matilda Ziegler Magazine (embossed), The Mentor, The Messenger to the Sightless (embossed), National Magazine for the Blind (embossed), Ohio Chronicle, Optimist, Our Dumb Animals, Our Special (embossed), Our Own (embossed), Il Progresso (embossed), Red and White (embossed), Rocky Mountain Leader, The Searchlight (embossed), The Theosophical Path, The Utah Eagle, Weekly News (embossed), Weekly Review (embossed), West Virginia Tablet.

To the AMERICAN BRAILLE PRESS, AMERICAN BROTHERHOOD OF FREE READING FOR THE BLIND, AMERICAN FOUNDATION FOR THE BLIND, AMERICAN TRACT SOCIETY, CHRISTIAN SCIENCE PUBLISHING SOCIETY, CHURCH MISSION HOUSE, Mr. N. E. COVEL, JACOB JONES POST OF AMERICAN LEGION, Washington, D. C., JUNIOR LEAGUE OF PHILADELPHIA, JUNIOR RED CROSS SOCIETY OF BOSTON, Mrs. F. S. PARKER, PHILADELPHIA FREE PUBLIC LIBRARY, SOUTHEASTERN PENNSYLVANIA CHAPTER OF THE RED CROSS, Miss ANNIE STINSON, U. S. GEORGE WASHINGTON BICENTENNIAL COMMISSION, WESTERN PENNSYLVANIA SCHOOL FOR THE BLIND, for embossed books.

To ALICE M. DAY, ELEANOR H. LOVETT and DOROTHY CHAMPLIN WAUGH, for hand-transcribed books.

To Dr. E. P. JOSLIN, Dr. F. K. MERRY, LILLIAN R. GARSIDE, and EMILIE POULSSON, for letter press books.

STATEMENT OF ACCOUNTS

BOSTON, September Twenty-first, 1932.

To the Board of Trustees, Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts.

GENTLEMEN:— I have audited the accounts of Albert Thorndike, Treasurer of the Institution, for the fiscal year ending August 31, 1932, and have found that all income from investments and proceeds from sales of securities have been accounted for, and that the donations, subscriptions, miscellaneous receipts, as shown by the books, have been deposited in bank to the credit of the Treasurer of the Institution.

I have vouched all disbursements and verified the bank balances as at the close of the fiscal year.

All of the securities, as shown by the books, were verified by certification of the custodian, the New England Trust Company.

In my opinion, the accompanying statements, covering the Institution, Howe Memorial Press Fund and Kindergarten, correctly set forth the income and expenditures for the fiscal year ending August 31, 1932.

Respectfully submitted,

JOHN MONTGOMERY,
Certified Public Accountant.

INSTITUTION

BALANCE SHEET, AUGUST 31, 1932

<i>Assets</i>		
Plant:		
Real estate, Watertown	\$483,175 78	
Real estate, South Boston	90,000 00	
Real estate, Boston	44,721 25	
		\$617,897 03
Equipment:		
Furniture and household	\$9,053 24	
Tools, etc.	3,212 43	
Music department	11,400 00	
Library department	101,118 61	
		124,784 28
Works department		25,549 49
Investments:		
Real estate	\$265,178 74	
Stocks and bonds	1,908,264 83	
Stocks and bonds — Varnum Fund	230,048 10	
Stocks and bonds — Baker Fund	12,781 90	
Mortgage receivable	1,300 00	
		2,417,573 57
Inventory of provisions and supplies		2,561 86
Accounts receivable		16,696 23
Organ contract — first payment (see <i>contra</i>)		5,833 33
Cash on hand		11,753 40
		2,444,118 39
Total		\$3,222,649 19

		<i>Liabilities</i>	
General account			\$607,187 60
Funds:			
Special		\$105,711 34	
Permanent		611,822 73	
General		1,877,187 92	
			2,594,721 99
Unexpended income, special funds			14,038 53
Gifts for organ (see <i>contra</i>)			5,654 66
Gift for clock			1 00
Vouchers payable			1,045 41
			3,222,649 19
Total			\$3,222,649 19

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1932

Rent net income			\$2,341 37
Interest and dividends, general purposes	\$77,282 66		
Interest and dividends, special funds	4,548 76		
Interest and dividends, Varnum Fund	10,209 00		
			92,040 42
Annuities			499 01
Donations			1,686 50
Tuition and board, Massachusetts	\$35,490 00		
Tuition and board, others	33,844 22		
			69,334 22
Total			\$165,901 52
Less special fund income to special fund accounts	\$4,548 76		
Repairs on account of faulty construction	3,173 41		
Repairs, 133 Newbury Street	465 69		
Treasurer's miscellaneous expenses	1,281 41		
Pensions	4,144 04		
			13,613 31
Net income			\$152,288 21
Net charge to Director			154,843 54
			\$2,555 33

Director's Condensed Expense Account

YEAR ENDING AUGUST 31, 1932

Administration:			
Salaries and wages	\$11,409 09		
Other expenses	1,654 52		
			\$13,063 61
Maintenance and operation of plant:			
Salaries and wages	\$34,954 87		
Other expenses:			
Provisions	\$12,820 50		
Light, heat and power	9,459 37		
Household furnishings and supplies	2,150 55		
Outside physicians	9 55		
Insurance and water	2,563 08		
Repairs	4,476 23		
Publicity	1,662 46		
Field workers	86 77		
Extraordinary expense	149 05		
Loss on bad debts	14 50		
Depreciation on furniture, household equipment, tools, etc.	4,010 72		
Depreciation on buildings, Watertown	13,978 40		
Net loss, Works department	5,472 97		
Miscellaneous	1,949 84		
			58,803 99
Instruction and school supplies:			93,758 86
Salaries and wages	\$47,098 00		
Other expenses	923 07		
			48,021 07
Net charge to Director			\$154,843 54

Income Special Funds

On hand September 1, 1931	\$19,482 73
Add income 1931-32	4,548 76
Total	\$24,031 49
Distributed	9,992 96
Unexpended income August 31, 1932	\$14,038 53

WORKS DEPARTMENT

BALANCE SHEET, AUGUST 31, 1932

<i>Assets</i>	
Cash	\$372 80
Accounts receivable	4,404 75
Merchandise inventory	6,317 23
Machinery and tools	\$5,359 35
Furniture and fixtures	8,513 96
Auto trucks	581 40
	14,454 71
Total	\$25,549 49
<i>Liabilities</i>	
Main office	\$31,022 46
Less — net loss	5,472 97
Total	\$25,549 49

PROFIT AND LOSS, AUGUST 31, 1932

<i>Revenue</i>	
Sales	\$39,327 65
<i>Expenditures</i>	
Materials used	\$9,797 42
Salaries and wages	28,758 18
General expense	3,709 85
Auto expense	1,048 05
Total expenditures	43,313 50
Loss	\$3,985 85
Add:	
Depreciation of fixed assets	\$1,259 83
Loss on bad accounts	248 79
Total	\$1,508 62
Less:	
Bad debts recovered	21 50
	1,487 12
Net loss for the year ending August 31, 1932	\$5,472 97

INSTITUTION FUNDS, AUGUST 31, 1932

Special funds:	
Robert C. Billings (for deaf, dumb and blind)	\$4,000 00
Marks I. Cohen (for Jewish children) (spent)	—
John D. Fisher (education teachers and others)	5,230 00
Joseph B. Glover (for blind and deaf)	5,000 00
John Goldthwait (charitable)	1,333 15
Harris Fund (outdoor relief)	26,667 00
Maria Kemble Oliver (concert tickets)	15,000 00
Prescott (education teachers and others)	21,231 45
Elizabeth P. Putnam (higher education)	1,000 00
Richard M. Saltonstall (use Trustees)	3,000 00
A. Shuman (clothing)	1,000 00
Thomas Stringer (care of T. S., etc.)	15,880 32
Julia E. Turner (education of worthy needy)	6,369 42
	\$105,711 34

Permanent funds (income for general purposes):

George Baird	\$12,895 21
Charles Tidd Baker	13,134 95
Charlotte Billings	40,507 00
Frank W. Boles	76,329 02
Stoddard Capen	13,770 00
Jennie M. Colby, in memory of	100 00
Ella Newman Curtis Fund	2,000 00
Stephen Fairbanks	10,000 00
David H. Fanning	5,010 56
Harris Fund (General Purposes)	53,333 00
Harriet S. Hazeltine Fund	5,000 00
Benjamin Humphrey	25,000 00
Prentiss M. Kent	2,500 00
Kate M. Morse Fund	5,000 00
Jonathan E. Pecker	950 00
Richard Perkins	20,000 00
Henry L. Pierce	20,000 00
Mrs. Marilla L. Pitts, in memory of	5,000 00
Frederick W. Prescott, Endowment	25,338 95
Frank Davison Rust Memorial	4,000 00
Samuel E. Sawyer	2,174 77
Charles Frederick Smith	8,663 00
Timothy Smith	2,000 00
Mary Lowell Stone Fund	4,000 00
George W. Thym	5,054 66
Alfred T. Turner	1,000 00
Levina B. Urbino	500 00
William Varnum Fund	230,567 61
Ann White Vose	12,994 00
Charles L. Young	5,000 00

\$611,822 73

General funds (principal and income for general purposes):

Elizabeth B. Allen	\$500 00
Charlotte H. Andrews	15,169 87
Ellen S. Bacon	5,000 00
Elizabeth B. Bailey	3,000 00
Eleanor J. W. Baker	2,500 00
Calvin W. Barker	1,859 32
Lucy B. Barker	5,953 21
Francis Bartlett	2,500 00
Elizabeth Howard Bartol	5,000 00
Mary Bartol	300 00
Thompson Baxter	322 50
Robert C. Billings	25,000 00
George Nixon Black	10,000 00
Susan A. Blaisdell	5,832 66
Dehon Blake	500 00
William T. Bolton	555 22
George W. Boyd	5,000 00
Caroline E. Boyden	1,930 39
Mary I. Brackett	2,567 50
J. Putnam Bradley	268,391 24
Charlotte A. Bradstreet	23,273 49
Ellen F. Bragg	8,006 68
Lucy S. Brewer	10,215 36
Florence N. Bridgman	500 00
J. Edward Brown	100,000 00
Maria A. Burnham	10,000 00
T. O. H. P. Burnham	5,000 00
Abbie Y. Burr	200 00
Annie E. Caldwell	4,000 00
Emma C. Campbell	1,000 00
Ellen G. Cary	50,000 00
Edward F. Cate	5,000 00
Robert R. Centro, in memory of	10,000 00
Fanny Channing	2,000 00
Mary F. Cheever	200 00
Ida May Chickering	1,052 03
Ann Eliza Colburn	5,000 00
Susan J. Conant	500 00
William A. Copeland	1,000 00
Louise F. Crane	5,000 00
W. Murray Crane	10,000 00
Harriet Otis Cruft	6,000 00

General funds (principal and income for general purposes) — *Con.*

David Cummings	\$7,723 07
Chastine L. Cushing	500 00
I. W. Danforth	2,500 00
Charles L. Davis	1,000 00
Susan L. Davis	1,500 00
Joseph Descalzo	1,000 00
Elsie C. Disher	163,250 07
John H. Dix	10,000 00
Mary Frances Drown	20,762 43
Alice J. H. Dwinell	200 00
Amelia G. Dyer	40,043 00
Mary E. Eaton	5,000 00
William Eaton	500 00
Martha S. Ensign	2,505 48
Orient H. Eustis	500 00
Sarah M. Farr	64,247 43
Mortimer C. Ferris Memorial	1,000 00
Annie M. Findley	500 00
Thomas B. Fitzpatrick	1,000 00
John Forrest	1,000 00
Ann Maria Fosdick	14,333 79
Nancy H. Fosdick	3,937 21
Sarah E. Foster	200 00
Mary Helen Freeman	1,000 00
Cornelia Anne French	10,000 00
Martha A. French	164 40
Ephraim L. Frothingham	1,825 97
Jessie P. Fuller	200 00
Thomas Gaffield	6,685 38
Albert Glover	1,000 00
Joseph B. Glover	5,000 00
Benjamin H. Goldsmith	11,199 68
Charlotte L. Goodnow	6,471 23
Charles G. Green	39,328 65
Mary Louise Greenleaf	199,189 94
Ellen Page Hall	10,037 78
Ellen Hammond	1,000 00
Hattie S. Hathaway	500 00
Jerusha F. Hathaway	5,000 00
Lucy Hathaway	4,577 00
Charles H. Hayden	27,461 01
John C. Haynes	1,000 00
Mary E. T. Healy	200 00
Joseph H. Heywood	500 00
Ira Hiland	3,893 37
George A. Hill	100 00
Margaret A. Holden	3,708 32
Charles Sylvester Hutchinson	2,156 00
Katharine C. Ireson	52,037 62
Eliza J. Kean	40,124 64
Marie L. Keith	2,000 00
Ernestine M. Kettle	10,000 00
B. Marion Keyes	6,350 00
Lulu S. Kimball	10,000 00
Lydia F. Knowles	50 00
Catherine M. Lamson	6,000 00
Susan M. Lane	815 71
Benjamin Levy	500 00
E. E. Linderholm	505 56
William Litchfield	7,951 48
Mary I. Locke	8,361 89
Hannah W. Loring	9,500 00
Adolph S. Lundin	100 00
Susan B. Lyman	4,809 78
Stephen W. Marston	5,000 00
William H. Maynard	20,163 34
Charles Merriam	1,000 00
Joseph F. Noera	2,000 00
Emily C. O'Shea	1,000 00
Sarah Irene Parker	699 41
William Prentiss Parker	2,500 00
George Francis Parkman	50,000 00
Grace Parkman	500 00
Philip G. Peabody	1,200 00

General funds (principal and income for general purposes) — *Con.*

Elizabeth W. Perkins	\$2,000 00
Edward D. Peters	500 00
Sarah E. Pratt	2,988 34
Grace E. Reed	5,054 25
Matilda B. Richardson	300 00
Anne Augusta Robinson	212 20
Julia M. Roby	500 00
Mary L. Ruggles	3,000 00
Elizabeth H. Russell	500 00
Marian Russell	5,000 00
Nancy E. Rust	2,640 00
Joseph Scholfield	2,500 00
Sarah E. Seabury	3,116 01
Richard Black Sewell	25,000 00
Charles F. Sherman	2,000 00
Margaret A. Simpson	968 57
Ellen V. Smith	25,000 00
Esther W. Smith	5,000 00
The Maria Spear Bequest for the Blind	15,000 00
Henry F. Spencer	1,000 00
Cora N. T. Stearns	53,558 50
Lucretia J. Stoehr	2,967 26
Joseph C. Storey	5,000 00
Sophonria S. Sunbury	365 19
Mary F. Swift	1,391 00
William Taylor	893 36
Joanna C. Thompson	1,000 00
William Timlin	7,820 00
Alice W. Torrey	71,560 00
Mary Wilson Tucker	481 11
George B. Upton	10,000 00
Charles A. Vialle	1,990 00
Abbie T. Vose	1,000 00
Nancie S. Vose	300 00
Horace W. Wadleigh	2,000 00
Joseph K. Wait	3,000 00
Harriet Ware	1,952 02
Allena F. Warren	2,828 33
William H. Warren	4,073 17
Charles F. Webber	11,250 00
Mary Ann P. Weld	2,000 00
Oliver M. Wentworth	300 00
Cordelia H. Wheeler	800 00
Opha J. Wheeler	3,086 77
Samuel Brenton Whitney	1,000 00
Adelia C. Williams	1,000 00
Mehitable C. C. Wilson	543 75
Esther F. Wright	5,347 98
Thomas T. Wyman	20,000 00
Fanny Young	8,000 00
William B. Young	1,000 00
	<hr/>
	\$1,877,187 92
	<hr/>
	\$2,594,721 99
	<hr/>

KINDERGARTEN

BALANCE SHEET, AUGUST 31, 1932

Plant:	<i>Assets</i>	
Real estate, Watertown		\$399,260 17
Equipment:		
Furniture and household	\$10,293 03	
Tools, etc.	3,242 12	
Music department	900 00	
Library department	86 59	
	<hr/>	14,521 74
Investments:		
Real estate	\$376,940 77	
Stocks and bonds	1,796,071 00	
	<hr/>	2,173,011 77
Inventory of provisions and supplies		2,434 11
Accounts receivable		5,610 52
Cash on hand		6,855 49
		<hr/>
Total		\$2,601,693 80
		<hr/>

		<i>Liabilities</i>	
General account			\$792,259 54
Funds:			
Special		\$26,985 35	
Permanent		207,514 39	
General		1,557,409 73	
		<u> </u>	1,791,909 47
Unexpended income, special funds			8,674 09
Vouchers payable			3,199 98
Accounts payable			5,650 72
			<u> </u>
Total			<u><u>\$2,601,693 80</u></u>

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1932

Rent net income			\$14,970 34
Interest and dividends, general purposes			90,304 34
Interest and dividends, special funds			1,322 11
Tuition and board, Massachusetts		\$25,470 00	
Tuition and board, others		19,980 00	
		<u> </u>	45,450 00
Total			\$152,046 79
Less special fund income to special fund accounts		\$1,322 11	
Treasurer's miscellaneous expenses		1,327 03	
Repairs on account of faulty construction		3,173 41	
Pensions		4,640 00	
		<u> </u>	10,462 55
Net income			\$141,584 24
Net charge to Director			135,441 41
			<u> </u>
Balance of income			<u><u>\$6,142 83</u></u>

Director's Condensed Expense Account

YEAR ENDING AUGUST 31, 1932

Administration:			
Salaries and wages		\$11,490 80	
Other expenses		647 09	
		<u> </u>	\$12,137 89
Maintenance and operation of plant:			
Salaries and wages		\$33,303 56	
Other expenses:			
Provisions	\$13,966 48		
Light, heat and power	8,047 87		
Tuition and board	11,419 22		
Household furnishings and supplies	3,507 10		
Depreciation on furniture, household equipment, tools, etc.	1,373 12		
Depreciation on buildings, Watertown	11,147 99		
Insurance and water	2,644 80		
Repairs	3,647 13		
Publicity	1,290 54		
Field workers	86 77		
Extraordinary expense	123 06		
Outside physicians	267 50		
Loss on bad accounts	24 65		
Psychological research work	1,484 10		
Miscellaneous	1,488 11		
		<u> </u>	60,518 44
			93,822 00
Instruction and school supplies:			
Salaries and wages		\$28,740 00	
Other expenses		741 52	
		<u> </u>	29,481 52
Net charge to Director			<u><u>\$135,441 41</u></u>

Income Special Funds

On hand September 1, 1931	\$7,941 59
Add income, 1931-32	1,322 11
Total	\$9,263 70
Distributed	589 61
Unexpended income August 31, 1932	\$8,674 09

KINDERGARTEN FUNDS, AUGUST 31, 1932

Special funds:

Charles Wells Cook (scholarship)	\$5,000 00
Helen Atkins Edmands Memorial (scholarship)	5,000 00
Glover Fund (Albert Glover, blind deaf mutes)	1,054 10
Ira Hiland (income to W. E. R. for life)	1,000 00
Emmeline Morse Lane (books)	1,000 00
Leonard and Jerusha Hyde Room	4,000 00
Dr. Ruey B. Stevens (clothing)	3,000 00
Lucy H. Stratton (Anagnos Cottage)	6,931 25

\$26,985 35

Permanent funds (income for general purposes):

Charles Tidd Baker	\$19,706 81
William Leonard Benedict, Jr., Memorial	1,000 00
Samuel A. Borden	4,675 00
A. A. C., in Memoriam	500 00
Helen G. Coburn	9,980 10
M. Jane Wellington Danforth Fund	10,000 00
Caroline T. Downes	12,950 00
Charles H. Draper	23,934 13
Eliza J. Bell Draper Fund	1,500 00
George R. Emerson	5,000 00
Mary Eveleth	1,000 00
Eugenia F. Farnham	1,015 00
Susan W. Farwell	500 00
John Foster	5,000 00
The Luther & Mary Gilbert Fund	8,541 77
Albert Glover	1,000 00
Mrs. Jerome Jones Fund	9,935 95
Charles Larned	5,000 00
George F. Parkman	3,500 00
Catherine P. Perkins	10,000 00
Frank Davison Rust Memorial	15,600 00
Caroline O. Seabury	1,000 00
Phoebe Hill Simpson	3,446 11
Eliza Sturgis Fund	21,729 52
Abby K. Sweetser	25,000 00
Hannah R. Sweetser Fund	5,000 00
Levina B. Urbino	500 00
May Rosevear White	500 00

207,514 39

General funds (principal and income for general purposes):

Emilie Albee	\$150 00
Lydia A. Allen	748 38
Michael Anagnos	3,000 00
Harriet T. Andrew	5,000 00
Martha B. Angell	34,370 83
Mrs. William Appleton	18,000 00
Elizabeth H. Bailey	500 00
Eleanor J. W. Baker	2,500 00
Ellen M. Baker	13,053 48
Mary D. Balfour	100 00
Mary D. Barrett	1,000 00
Nancy Bartlett Fund	500 00
Sidney Bartlett	10,000 00
Emma M. Bass	1,000 00
Thompson Baxter	322 50
Robert C. Billings	10,000 00
Sarah Bradford	100 00
Helen C. Bradlee	140,000 00
J. Putnam Bradlee	168,391 24
Charlotte A. Bradstreet	13,576 19
Ellen F. Bragg	8,006 69

General funds (principal and income for general purposes) — *Con.*

Lucy S. Brewer	\$2,791 18
Sarah Crocker Brewster	500 00
Ellen Sophia Brown	1,000 00
Rebecca W. Brown	8,977 55
Harriet Tilden Browne	2,000 00
Katherine E. Bullard	2,500 00
Annie E. Caldwell	5,000 00
John W. Carter	500 00
Kate H. Chamberlin	5,715 07
Adeline M. Chapin	400 00
Benjamin P. Cheney	5,000 00
Fanny C. Coburn	424 06
Charles H. Colburn	1,000 00
Helen Collamore	5,000 00
Anna T. Coolidge	53,873 38
Mrs. Edward Cordis	300 00
Sarah Silver Cox	5,000 00
Susan T. Crosby	100 00
Margaret K. Cummings	5,000 00
James H. Danforth	1,000 00
Catherine L. Donnison Memorial	1,000 00
George E. Downes	3,000 00
Amanda E. Dwight	6,295 00
Lucy A. Dwight	4,000 00
Harriet H. Ellis	6,074 79
Mary E. Emerson	1,000 00
Mary B. Emmons	1,000 00
Arthur F. Estabrook	2,000 00
Ida F. Estabrook	2,114 00
Orient H. Eustis	500 00
Annie Louisa Fay Memorial	1,000 00
Sarah M. Fay	15,000 00
Charlotte M. Fiske	5,000 00
Ann Maria Fosdick	14,333 79
Nancy H. Fosdick	3,937 21
Margaret W. Frothingham	500 00
Elizabeth W. Gay	7,931 00
Ellen M. Gifford	5,000 00
Joseph P. Glover	5,000 00
Matilda Goddard	300 00
Maria L. Gray	200 00
Caroline H. Greene	1,000 00
Mary L. Greenleaf	5,157 75
Josephine S. Hall	3,000 00
Allen Haskell	500 00
Mary J. Haskell	8,687 65
Olive E. Hayden	4,622 45
Jane H. Hodges	300 00
Margaret A. Holden	2,360 67
Marion D. Hollingsworth	1,000 00
Frances H. Hood	100 00
Abigail W. Howe	1,000 00
Martha R. Hunt	10,000 00
Ezra S. Jackson	688 67
Caroline E. Jenks	100 00
Ellen M. Jones	500 00
Hannah W. Kendall	2,515 38
Clara P. Kimball	10,000 00
David P. Kimball	5,000 00
Moses Kimball	1,000 00
Ann E. Lambert	700 00
Jean Munroe Le Brun	1,000 00
Willard H. Lethbridge	28,179 41
William Litchfield	6,800 00
Mary Ann Locke	5,874 00
Robert W. Lord	1,000 00
Elisha T. Loring	5,000 00
Sophia N. Low	1,000 00
Thomas Mack	1,000 00
Augustus D. Manson	8,134 00
Calanthe E. Marsh	18,811 95
Sarah L. Marsh	1,000 00
Waldo Marsh	500 00
Annie B. Matthews	15,000 00

General funds (principal and income for general purposes) — *Con.*

Rebecca S. Melvin	\$23,545 55
Georgina Merrill	4,773 80
Louise Chandler Moulton	10,000 00
Maria Murdock	1,000 00
Mary Abbie Newell	5,903 65
Margaret S. Otis	1,000 00
Jeannie Warren Paine	1,000 00
Anna R. Palfrey	50 00
Sarah Irene Parker	699 41
Helen M. Parsons	500 00
Edward D. Peters	500 00
Henry M. Peyser	5,678 25
Mary J. Phipps	2,000 00
Caroline S. Pickman	1,000 00
Katherine C. Pierce	5,000 00
Helen A. Porter	50 00
Sarah E. Potter Endowment	425,014 44
Francis L. Pratt	100 00
Mary S. C. Reed	5,000 00
William Ward Rhoades	7,507 86
Jane Roberts	93,025 55
John M. Rodocanachi	2,250 00
Dorothy Roffe	500 00
Rhoda Rogers	500 00
Mrs. Benjamin S. Rotch	8,500 00
Edith Rotch	10,000 00
Rebecca Salisbury	200 00
J. Pauline Schenkl	5,000 00
Joseph Scholfield	3,000 00
Eliza B. Seymour	5,000 00
Esther W. Smith	5,000 00
Annie E. Snow	9,903 27
Adelaide Standish	5,000 00
Elizabeth G. Stuart	2,000 00
Benjamin Sweetzer	2,000 00
Harriet Taber Fund	622 81
Sarah W. Taber	1,000 00
Mary L. Talbot	630 00
Cornelia V. R. Thayer	10,000 00
Delia D. Thorndike	5,000 00
Elizabeth L. Tilton	300 00
Betsey B. Tolman	500 00
Transcript, ten dollar fund	5,666 95
Mary Wilson Tucker	481 11
Mary B. Turner	7,582 90
Royal W. Turner	24,082 00
Minnie H. Underhill	1,000 00
Charles A. Vialle	1,990 00
Rebecca P. Wainwright	1,000 00
George W. Wales	5,000 00
Maria W. Wales	20,000 00
Mrs. Charles E. Ware	4,000 00
Rebecca B. Warren	5,000 00
Jennie A. (Shaw) Waterhouse	565 84
Mary H. Watson	100 00
Ralph Watson Memorial	237 92
Isabella M. Weld	14,795 06
Mary Whitehead	666 00
Evelyn A. Whitney Fund	4,888 00
Julia A. Whitney	100 00
Sarah W. Whitney	150 62
Betsy S. Wilder	500 00
Hannah Catherine Wiley	200 00
Mary W. Wiley	150 00
Mary Williams	5,000 00
Almira F. Winslow	306 80
Eliza C. Winthrop	5,041 67
Harriet F. Wolcott	5,532 00
	<hr/>
	\$1,557,409 73
	<hr/>
	\$1,791,909 47
	<hr/>

HOWE MEMORIAL PRESS FUND

BALANCE SHEET, AUGUST 31, 1932

<i>Assets</i>		
Equipment and supplies:		
Printing plant	\$349 85	
Machinery	3,834 09	
Furniture and fixtures	468 90	
Printing inventory	7,383 92	
Appliances inventory	7,767 99	
Embossing inventory	1,137 58	
Stationery, etc., inventory	602 57	
	\$21,544 90	
Investments:		
Stocks and bonds		303,869 89
Accounts receivable		589 29
Cash on hand		2,564 84
		\$328,568 92
		\$328,568 92
<i>Liabilities</i>		
General account		\$297,365 00
Funds:		
Special	\$12,000 00	
Permanent	5,000 00	
General	12,190 00	
	29,190 00	
Vouchers payable		315 42
Accounts payable		1,698 50
		\$328,568 92
		\$328,568 92

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1932

Interest and dividends, general purposes	\$16,276 87	
Interest and dividends, special funds	667 34	
	\$16,944 21	
Less Treasurer's expenses	\$65 46	
Pensions	150 00	
	215 46	
Net income		\$16,728 75
Net charge to Director		12,298 98
		\$4,429 77
		\$4,429 77

Director's Condensed Expense Account

YEAR ENDING AUGUST 31, 1932

Maintenance and operation of plant:		
Embossing	\$4,003 50	
Printing	6,470 61	
Appliances	5,491 27	
Stationery	559 71	
Library	2,840 57	
Depreciation on machinery and equipment	516 63	
Salaries	2,420 00	
Loss on bad accounts	40	
Miscellaneous	194 98	
	\$22,497 67	
Less:		
Discounts	\$13 51	
Sale of appliances	5,355 71	
Sale of books, music, etc.	4,829 47	
	10,198 69	
Net charge to Director		\$12,298 98
		\$12,298 98

HOWE MEMORIAL PRESS FUNDS, AUGUST 31, 1932

Special funds:			
Adeline A. Douglas (printing raised characters)		\$5,000	00
Harriet S. Hazeltine (printing raised characters)		2,000	00
Deacon Stephen Stickney Fund (books, maps and charts)		5,000	00
		<hr/>	\$12,000 00
Permanent fund (income for general purposes):			
J. Pauline Schenkl			5,000 00
General funds (principal and income for general purposes):			
Beggs Fund		\$900	00
Joseph H. Center		1,000	00
Augusta Wells		10,290	00
		<hr/>	12,190 00
			<hr/> <hr/>
			\$29,190 00

**CONTRIBUTIONS FOR THE PERKINS INSTITUTION
1931 - 1932**

PRESCOTT FUND FOR SCHOLARSHIP EXPENSE

Through the Ladies' Auxiliary Society (Miss M. M. BURNELL, <i>Treasurer</i>):—		
Annual subscriptions (see below)		\$723 00
Donations (see below)		894 50
Branch organizations (see below)		39 00
		<hr/>
		\$1,656 50

ANNUAL SUBSCRIPTIONS

Adams, Mrs. Waldo	\$5 00
Alden, Mrs. Charles H.	5 00
Amory, Mrs. William	25 00
Beal, Mrs. Boylston A.	10 00
Bruerton, Mr. Courtney, in memory of his mother, Mrs. James Bruerton	5 00
Carter, Mr. and Mrs. Richard B.	10 00
Chamberlain, Mrs. M. L.	10 00
Chandler, Mrs. Francis W.	10 00
Chapin, Mrs. Henry B.	10 00
Chapman, Miss Emily D.	2 00
Clement, Mrs. Hazen	5 00
Cobb, Mrs. Charles K.	5 00
Codman, Miss Catherine Amory	10 00
Coffin, Mrs. Rockwell A.	5 00
Conant, Mr. Edward D.	10 00
Cushing, Mrs. H. W.	5 00
Cutler, Mrs. E. G.	5 00
Denny, Mrs. Arthur B.	5 00
Dwight, Mrs. Thomas	3 00
Edmands, Mrs. M. Grant	10 00
Elms, Miss Florence G.	2 00
Emerson, Mr. and Mrs. Wm.	25 00
Emmons, Mrs. R. W., 2d	50 00
Field, Mrs. D. W.	5 00
Friedman, Mrs. Max	10 00
Friend	2 00
Grant, Judge and Mrs. Robert	5 00
Gray, Mrs. Reginald	20 00
Hall, Mrs. Anthony D.	2 00
Herman, Mrs. Joseph M.	5 00
Hight, Mrs. C. A.	10 00
Hooper, Mrs. James R.	20 00
Howland, Mrs. Maude M.	5 00
Johnson, Mr. Arthur S.	20 00
Kilham, Miss Annie M.	25 00
Kingsley, Mrs. Robert C.	5 00
Ledyard, Mrs. Lewis C.	5 00
Locke, Mrs. Charles A.	10 00

Lothrop, Miss Mary B.	\$5 00
Mason, Miss Fanny P.	25 00
Merrill, Mrs. L. M.	5 00
Olmsted, Mrs. J. C.	5 00
Page, Mrs. Calvin Gates	2 00
Pecker, Miss Annie J.	10 00
Pickman, Mrs. Dudley L.	25 00
Putnam, Mrs. James J.	5 00
Ratshesky, Mrs. I. A.	5 00
Rice, Estate of Nannie R.	50 00
Rogers, Mrs. R. K.	5 00
Ross, Mrs. Waldo O.	5 00
Rowlett, Mrs. Thomas S.	1 00
Sargent, Mrs. F. W.	15 00
Shepard, Mr. Thomas H.	5 00
Stackpole, Miss Roxana	5 00
Stearns, Mr. Charles H.	10 00
Stearns, Mrs. Wm. Brackett	3 00
Stevens, Miss Alice B.	5 00
Thorndike, Mrs. Augustus L.	5 00
Tileston, Mrs. John B.	5 00
Traiser, Miss Fannie J.	5 00
Ware, Miss Mary Lee	5 00
Warren, Mrs. Bayard	25 00
White, Miss E. O.	25 00
Willson, Miss Lucy B.	20 00
Windram, Mrs. W. T.	50 00
Withington, Miss Anna S.	1 00
Young, Mrs. B. L.	10 00

\$723 00

DONATIONS

Adams, Mrs. Charles H.	\$5 00
Adams, Mr. George	2 00
Agoos Family Fund	100 00
Bartol, Mrs. John W.	10 00
Bicknell, Mrs. Wm. J.	3 00
Bigelow, Mrs. J. S.	10 00
Birdsall, Mr. Arthur W.	5 00
Blake, Arthur W.	5 00
Bradt, Mrs. Julia B.	5 00
Carter, Mrs. John W.	10 00
Daland, Mrs. Tucker	10 00
Daniels, Mrs. Edwin A.	1 00
Edgar, Mrs. Charles L.	10 00
Frothingham, Mrs. L. A.	25 00
Gray, Mrs. John Chipman	25 00
Greenough, Mrs. H. V.	25 00
Hersey, Mrs. Alfred H.	5 00
Houghton, Miss Elizabeth G.	10 00
Hubbard, Mrs. Eliot	10 00
Hyneman, Mrs. Louis	2 00
Joy, Mrs. Charles	10 00
Kimball, Miss Hannah H.	15 00
Lawrence, Mrs. John	25 00
L., E.	10 00
Leland, Miss Ella A.	20 00
Leland, Mrs. Lester	100 00
Lothrop, Mrs. W. S. H.	10 00
Lowell, Miss Lucy	5 00
Lyman, Mrs. George H.	10 00
Martin, Mr. Louis	5 00
Mason, Mrs. C. E.	25 00
Merriman, Mrs. Daniel	5 00
Monks, Mrs. George H.	20 00
Nazro, Mrs. F. H.	2 00
Parker, Miss Eleanor S.	10 00
Pfaelzer, Mrs. F. T.	10 00
Prince, Mrs. Morton	10 00
Purdon, Miss Marta	5 00
R. I. Hospital Trust Co.	10 00
Richardson, Mrs. John	5 00
Richardson, The Misses	2 00
Riley, Charles E.	25 00
Rosenbaum, Mrs. Louis	5 00

Sanger, Mr. Sabin P.	\$2 50
Saunders, Elizabeth E., in memory of her mother, Mrs. D. E. Saunders	2 00
School Public Health Child Hygiene	20 00
Sears, Mr. Herbert M.	25 00
Second Church Sunday School	12 00
Sias, Mrs. Charles D.	25 00
Simmons College	10 00
Slattery, Mrs. Wm.	2 00
Spalding, Miss Dora N.	10 00
Storrow, Mrs. James J.	50 00
Temple Israel Religious School	10 00
Thayer, Mrs. Wm. G.	10 00
Tucker, Mrs. J. Alfred	7 00
Vickery, Mrs. Herman F.	5 00
Wadsworth, Mrs. A. F.	10 00
Walker, Mrs. W. H.	10 00
Webster, Mrs. F. G.	25 00
Williams, Mrs. Arthur	2 00
Williams, Mrs. C. A.	5 00
Williams, Mrs. Jeremiah	5 00
Wright, Mr. George R.	15 00
Ziegel, Mr. Louis	10 00

\$394 50

BRANCH ORGANIZATIONS

Boggs, Mrs. E. P., Cambridge	\$2 00
Churchill, Judge, Dorchester	1 00
Churchill, Mrs. J. R., Dorchester	1 00
Cushing, Miss Susan T., Dorchester	2 00
Earp, Miss Emily A., Lynn	2 00
Elmer, Miss Edith M., Lynn	5 00
Faunce, Miss Eliza H., Dorchester, in memory of her mother	1 00
Jaques, Miss Helen L., Milton	10 00
Jordan, Miss Ruth A., Dorchester	2 00
Kennedy, Mrs. F. L., Cambridge	5 00
Klous, Mrs. H. D., Milton	1 00
Preston, Miss Myra C., Dorchester	2 00
Ware, Mrs. Arthur L., Milton	5 00

\$39 00

FORM OF BEQUEST

I hereby give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, the sum of _____ dollars (\$ _____), the same to be applied to the general uses and purposes of said corporation under the direction of its Board of Trustees; and I do hereby direct that the receipt of the Treasurer for the time being of said corporation shall be a sufficient discharge to my executors for the same.

.....

FORM OF DEVISE OF REAL ESTATE

I give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, that certain tract of real estate bounded and described as follows: —

(Here describe the real estate accurately)

with full power to sell, mortgage and convey the same free of all trusts.

.....

NOTICE

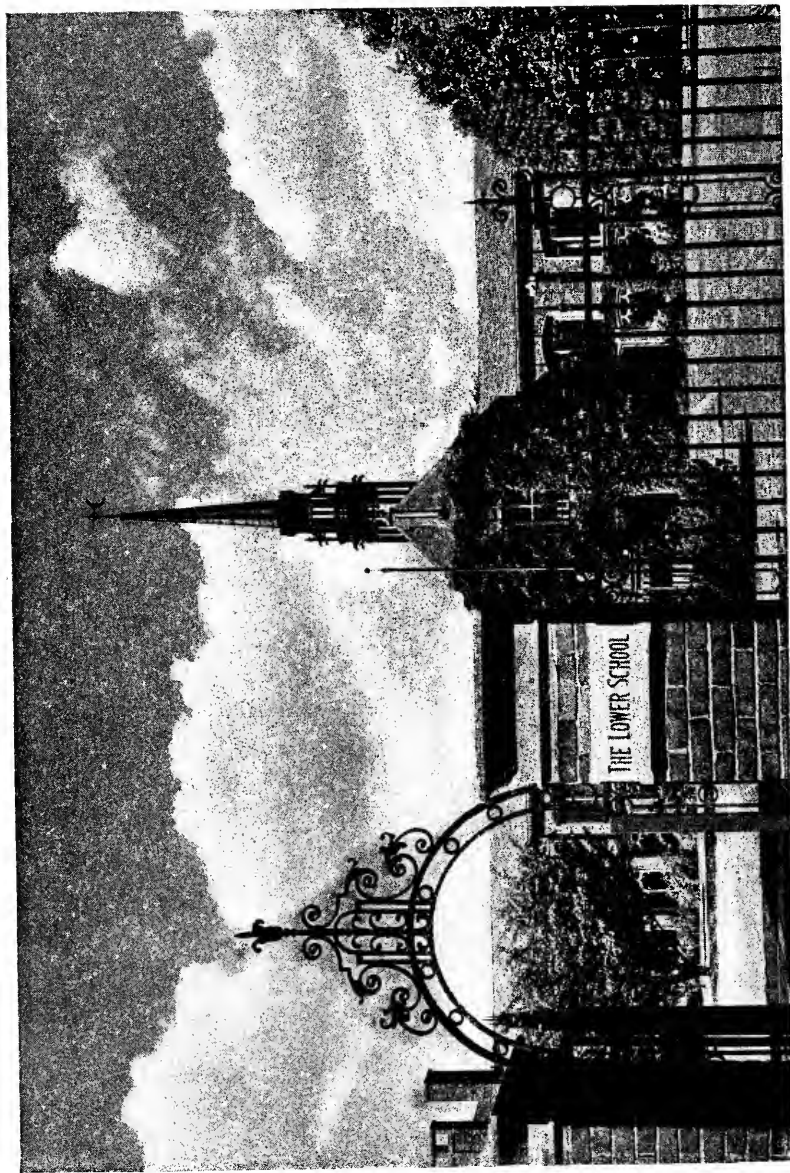
The address of the treasurer of the corporation is as follows:

ALBERT THORNDIKE

No. 10 Post Office Square, Room 658, Boston.







Photograph by Margaret Bourke-White

A Glimpse of the Close

One Hundred and Second
Annual Report
of
Perkins Institution
and
**Massachusetts School
for the Blind**

Incorporated March 2, 1829



1933

Offices of Administration and Schools
Watertown

THE WORKSHOP
549 E. Fourth Street
South Boston

THE SALESROOM
133 Newbury Street
Boston

CALENDAR

1933 - 1934

- September 11. Stated meeting of Trustees.
September 12. Pupils return.
September 12. Faculty meeting.
September 13. School begins.
September 21. Matrons' meeting (all matrons).
October 2. Executive Committee meeting.
October 7. Girls' intercottage outdoor field sports.
October 9. Faculty meeting.
October 16. Matrons' meeting (Lower School).
October 18. Director's reception.
October 27-31. Hallowe'en parties.
November 6. Annual meeting of Corporation.
November 13. Faculty meeting.
November 20. Matrons' meeting (Girls' Upper School).
November 29 to December 3. Thanksgiving recess.
December 4. Stated meeting of Trustees.
December 11. Faculty meeting.
December 17. Christmas carols.
December 18. Matrons' meeting (Boys' Upper School).
December 21. Christmas carols.
December 22 to January 2. Christmas vacation.
January 2. Executive Committee meeting.
January 8. Faculty meeting.
January 15. Matrons' meeting (all matrons).
February 5. Executive Committee meeting.
February 12. Lincoln's Birthday observance.
February 12. Faculty meeting.
February 19. Matrons' meeting (Lower School).
February 22. Demonstration of pupils' activities.
March 5. Stated meeting of Trustees.
March 12. Faculty meeting.
March 19. Matrons' meeting (Girls' Upper School).
March 23 to April 2. Easter vacation.
April 2. Executive Committee meeting.
April 9. Faculty meeting.
April 16. Matrons' meeting (Boys' Upper School).
May 6. Spring concert.
May 7. Executive Committee meeting.
May 14. Faculty meeting.
May 21. Matrons' meeting (all matrons).
May 30. Holiday.
June 4. Stated meeting of Trustees.
June 6. Girls' musicale.
June 7. Alumnae Day.
June 11. Faculty meeting.
June 20. Boys' reception.
June 21. Commencement Exercises — school closes.
June 23. Alumni Day.
July 2. Executive Committee meeting.
September 11. Pupils return after summer vacation.

PERKINS INSTITUTION

HISTORY

IN 1826 Dr. John D. Fisher returned to Boston from Paris resolved to provide for the blind of Massachusetts the same care afforded them in France. Enlisting the aid of friends, a committee was formed and upon petition to the Legislature an Act of Incorporation was granted on March 2, 1829, establishing "The New England Asylum for the Blind," the first school for those without sight in America. In 1831 Dr. Samuel Gridley Howe, just returned from participation in the Greek wars, was elected the first director and in August, 1832, the first classes were held in the house of Dr. Howe's father on Pleasant Street.

During the early years Col. Thomas H. Perkins became interested in the little school and gave for its use his large house on Pearl Street. The need for larger quarters was soon apparent, and in 1839 the great hotel in South Boston was purchased. This purchase was made possible by the assent of Col. Perkins to the sale of the house that he had given to the school. Because of this magnanimous attitude of Col. Perkins the trustees renamed the school "Perkins Institution and Massachusetts Asylum for the Blind." This name was changed in 1877 to the present name, "Perkins Institution and Massachusetts School for the Blind."

Dr. Howe directed the growing work of Perkins Institution for forty years and was succeeded in 1876 by his Greek protégé and son-in-law, Michael Anagnos. Mr. Anagnos created the Howe Memorial Press for publishing embossed books and for the manufacture of appliances for the education of the blind. In 1887 he founded the Kindergarten in Jamaica Plain, the first school for little blind children in the world. After thirty years of leadership Mr. Anagnos died in Rumania in 1906.

In 1907 the directorship of Perkins Institution fell to Edward E. Allen, head of the school for the blind in Philadelphia, where he had just rebuilt the school plant on a garden site outside of the city. Coming to Boston, Mr. Allen began plans for a new Perkins, and in 1912 the Institution and in 1913 the Kindergarten were housed in the beautiful new plant at Watertown. These buildings, situated on an old estate of thirty-four acres on the banks of the Charles River, have school and residence facilities for nearly three hundred pupils. Dr. Allen retired in 1931. His last official act was to write the one hundredth annual report. Thus for a century Perkins Institution has had but three directors.

PURPOSE

Perkins Institution provides for the visually handicapped youth of New England full educational opportunity from Kindergarten through High School. The content of instruction corresponds with that offered to seeing boys and girls in the public schools. The methods of instruction of necessity differ. Principal differences are that embossed books take the place of ink-print, and studies are taught objectively. In the adaptation and invention of means of instructing the blind Perkins has been a pioneer through its century of existence. Much attention is paid to physical and manual training and to music. Opportunity is provided for those qualified to pursue higher studies or to take advanced work in music and vocational fields.

Boys and girls without sight or with insufficient sight to read ink-print are admitted as pupils, if capable of education and in good health. While at the school pupils reside in cottages where the teachers also live, and through this association they acquire that unconscious tuition which is such an important part of the program of socialization. The primary aim of Perkins Institution is to qualify its visually handicapped pupils to take contributory places in normal life. New pupils are admitted in September and February, and all pupils must return to their homes for the short vacations at Christmas and Easter and for the long vacation in the summer.

PAST OFFICERS

PRESIDENTS

1830-1837	1862-1869
JONATHAN PHILLIPS	SAMUEL MAY
1838-1839	1870-1871
SAMUEL APPLETON	MARTIN BRIMMER
1840-1846	1872-1897
PETER C. BROOKS	SAMUEL ELIOT
1847-1854	1898-1929
RICHARD FLETCHER	FRANCIS H. APPLETON
1855-1861	1930-
EDWARD BROOKS	ROBERT H. HALLOWELL

VICE-PRESIDENTS

1830-1834	1893-1896
WILLIAM CALHOUN	GEORGE HALE
1835-1846	1897-1911
THOMAS H. PERKINS	AMORY A. LAWRENCE
1847-1850	1912-1913
EDWARD BROOKS	N. P. HALLOWELL
1851	1914-1921
JOHN D. FISHER	GEORGE H. RICHARDS
1852-1866	1922-1929
STEPHEN FAIRBANKS	WILLIAM L. RICHARDSON
1867-1870	1930-
JOSEPH LYMAN	G. PEABODY GARDNER, JR.
1871-1892	
JOHN CUMMINGS	

TREASURERS

1830-1839	1880
RICHARD TUCKER	PATRICK T. JACKSON
1840-1846	1881-1902
PETER R. DALTON	EDWARD JACKSON
1847-1861	1903
THOMAS B. WALES	PATRICK T. JACKSON
1862-1868	1904-1916
WILLIAM CLAFLIN	WILLIAM ENDICOTT
1869-1872	1917-
WILLIAM ENDICOTT	ALBERT THORNDIKE
1873-1879	
HENRY ENDICOTT	

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1933 - 1934

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Gleason, Sidney, Medford.
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SYNOPSIS OF THE PROCEEDINGS OF THE ANNUAL MEETING OF THE CORPORATION

WATERTOWN, November 6, 1933.

The Annual Meeting of the Corporation, duly summoned, was held today at the Institution, and was called to order by the President, Mr. Robert H. Hallowell, at 3 P.M.

The proceedings of the last meeting were read and approved.

The annual report of the Trustees was accepted and ordered to be printed, with the addition of other matters of general interest to the work.

The report of the Treasurer was presented, accepted and ordered to be printed, together with the certificate of the Certified Public Accountant. On the recommendation of the Finance Committee, the appointment of John Montgomery, Certified Public Accountant, as auditor of the accounts of the Institution, was confirmed.

The Corporation then proceeded to the choice of officers for the ensuing year, and the following persons were unanimously elected by ballot: President, Robert H. Hallowell; Vice-President, G. Peabody Gardner, Jr.; Treasurer, Albert Thorndike; Secretary, Gabriel Farrell; Trustees, William Endicott, Paul E. Fitzpatrick, G. Peabody Gardner, Jr., Ralph Lowell, Warren Motley, Mrs. George T. Putnam, Leverett Saltonstall and Miss Rosanna D. Thorndike.

Voted, That acts and expenditures, made and authorized by the Board of Trustees, or by any committee appointed by said Board of Trustees, during the last corporate year, be and are hereby ratified and confirmed.

The Secretary told of a number of changes made during the past year, including the reorganization of the Lower School on the principles of progressive education. He also told of the enlarged facilities of the library, and took the members of the Corporation about the school buildings to see these changes.

The meeting was then dissolved.

GABRIEL FARRELL,
Secretary.

REPORT OF THE TRUSTEES

OCTOBER 23, 1933.

To the Members of the Corporation.

This, the second year of our new Director, Mr. Gabriel Farrell, has been one of progress and entirely satisfactory to your Board of Trustees. His report, which follows, gives in detail the accomplishments of the year and plans for the future.

The outstanding event was the celebration of the one hundredth anniversary of the Institution, culminating in a huge meeting in Symphony Hall, at which the Governor of the Commonwealth presided. The work of Perkins and its value to the community were brought to the attention of the public in an interesting and forceful manner. A copy of the proceedings of the Centennial Exercises has been sent to every member of the Corporation. The details of the celebration will be forgotten, but in lasting memory of the one hundredth anniversary will remain the new organ in Dwight Hall, the centennial gift of the Alumni.

Mention was made in our last report of the financial problems confronting the Institution and of the vote of the Trustees increasing the tuition per pupil from \$400 to \$600. It is a great satisfaction to report that this increase has been accepted and is now being paid by all the states from which pupils come, — namely, Massachusetts, Maine, New Hampshire, Vermont, Rhode Island and New Jersey. The additional income from this source makes it possible to continue the work of training and education of our pupils without curtailment. During these trying times, however, rigid economy is necessary. The budget for next year is balanced, and the report of the Treasurer, which follows, shows how nearly our income matched our expenditures in the year just completed.

Once more we call your especial attention to the Workshop at South Boston. Here are employed some twenty blind who prove they are capable of self-support if given the opportunity. The depression has affected our shop as it has affected all others, and at the present there is not enough work to give full employment to all. Making over mattresses and cushions, recaning chairs, restringing tennis rackets are some items in which blind workers excel. We again urge every member of the Corporation to notify the South Boston plant of any work that can be sent to it, and to ask their friends to do likewise. Orders may also be sent to our salesroom at 133 Newbury Street.

On December 3, 1932, Rt. Rev. Henry K. Sherrill, owing to press of other work, asked Governor Ely to accept his resignation as a Trustee in behalf of the Commonwealth. The resignation was accepted, and to fill the vacancy the Governor appointed Mrs. Homer Gage of Worcester, Mass. The Board of Trustees regrets that it will no longer have the wise counsel of Bishop Sherrill, is mindful of his years of service, and grateful for his continued interest in the Institution.

On January 3, 1933, Henry Hornblower asked the Board to accept his resignation as a Trustee, feeling that his frequent absence from the city in addition to his business cares did not permit him to devote as much time as he should to the Institution. The Board reluctantly accepted his resignation. To fill the vacancy, Mr. Warren Motley was elected.

On March 6, 1933, Miss Rosanna D. Thorndike was elected a member of the Board of Trustees.

DEATH OF MEMBERS OF THE CORPORATION

Mrs. Annie B. Matthews, widow of Wallace Bryant; Miss Annie M. Kilham; Waldo Lincoln; Mrs. Anna M., wife of Thornton K. Lothrop.

Respectfully submitted,

ROBERT H. HALLOWELL,

President.

WILLIAM ENDICOTT,

PAUL E. FITZPATRICK,

G. PEABODY GARDNER, JR.,

RALPH LOWELL,

WARREN MOTLEY,

MRS. GEORGE T. PUTNAM,

LEVERETT SALTONSTALL,

MISS ROSANNA D. THORNDIKE,

Trustees in behalf of the Corporation.

DR. HENRY H. FAXON,

MRS. HOMER GAGE,

REV. GEORGE P. O'CONOR,

MISS LUCY WRIGHT,

Trustees in behalf of the Commonwealth.

REPORT OF THE DIRECTOR

NOVEMBER 6, 1933.

To the Trustees.

At the opening of the year to be covered by this report, we were deeply absorbed in preparations for the observance of our centennial. The first instruction of the blind in New England began in August, 1832, in the house of the father of Samuel Gridley Howe, the first director. To mark the one hundredth anniversary of that event exercises were held on November 9 and 10 of the past year. It is not necessary to give an account of these exercises because a full record of The Proceedings of the Centennial Exercises has been published and is available in booklet form. The objectives set forth for the observance of that great occasion were fully attained. In this report the Director wishes to acknowledge his sincere appreciation of the splendid co-operation of all members of the staff.

A word of special appreciation must be recorded of the interest and support of the former pupils of Perkins. Not only did they return to the Centennial Exercises in large number, but at that time they made a gift to the school which will long be a reminder of their devotion. As a primary feature of the program a four-manual organ was dedicated in Dwight Hall, replacing the one in use both at South Boston and Watertown since 1862. The organ as it now stands is fully paid for through the generous gifts of many former students and friends, and especially of Mr. Charles W. Lindsay of Montreal, who paid one-half of the cost. The organ will not be complete until an additional unit is placed in the tower chamber to be played on the fourth manual of the present console as an echo organ, and from a new console to be placed in the chapel. The double connection of the tower organ would give us the benefit of organ accompaniment for chapel services, and would also provide a small organ for practice purposes. The installation of this unit in the chapel would be a beautiful memorial as well as a gift of practical value to our music students.

While preparations for the Centennial Exercises demanded a great deal of thought and time they were not permitted to interfere with the functioning of the schools. Under the leadership of the teachers and heads of departments, school activities continued without abatement throughout the year. Classes were resumed on September 13, following the annual staff meeting addressed by the Director on the evening of the 12th. The schools opened with an enrollment of 270, which had increased to 276 at the close of the

school year. On June 15 graduation exercises were held, when diplomas were granted to eight boys and one girl, who had completed all of the requirements for graduation. In addition, certificates for special work were granted to five, and certificates were awarded to eight boys and eight girls, who completed the work of the grammar school.

When the schools opened in September, seven new members of the staff began their duties. Miss Kathryn E. Maxfield came from the American Foundation for the Blind to head the new Department of Personnel and Research. Miss Wilma M. Potts, a graduate of Mount Holyoke and secretary to Dr. Samuel P. Hayes, director of our former Department of Applied Psychology, came to be secretary of the new department. Another new member of the Department of Personnel is Miss Louise Swinerton, a graduate of the Simmons College School of Public Health with nurse's training at the Children's Hospital. She is doing field work and is assisting the resident nurse. In the Boys' School, Mr. Leon H. Noble took the place of Mr. King in the Manual Training Department and as master of Eliot Cottage. Mrs. Gleason, formerly home visitor, acted as matron of Fisher Cottage. At the Lower School, Mrs. Mildred T. Dart took the place of Mrs. Jennie Huckins in Potter Cottage. Mrs. Minnie E. White was assistant matron at that cottage.

Throughout the year the many extra curricula activities characteristic of our school life were held. The annual reception at the Director's house was on the evening of October 19. The Girls' Field Day in October revealed Oliver Cottage as the champion, while the series of autumn football matches on the boys' side resulted in the award of the Nelson U. Blanpied Trophy to Tompkins Cottage. When this trophy was presented by Mr. Andrews five years ago it was stated that at the end of that period it would be permanently awarded under conditions not then revealed. All came to the annual football banquet keen to know its final destination, and all were pleased when it was awarded to Bridgman Cottage, the winner for three of the five years. The Hallowe'en and Christmas parties were held with the usual joy. Two Christmas concerts were given to large and appreciative audiences in Dwight Hall on Sunday and Monday, December 18 and 19. The Boston concert was omitted because of the recent appearance of the chorus in connection with the Centennial Exercises.

A new feature of the winter term was the presentation on successive Thursday nights of the programs prepared by the various cottages for the Centennial Exercises. On each night a boys' cottage and a girls' cottage presented their programs to the delight

and information of the assembled Upper School. These programs had been prepared, with great study and care, to portray historical incidents in the institution's life. As they were given simultaneously in each of the cottages during the centennial, it was felt advisable to repeat them so that the entire school might enjoy them and gain some knowledge of our beginnings. The Sunday evenings at the Director's house, where the cottage families came in turn, were again held this year.

Over a thousand people thronged Howe Building for the demonstrations on Washington's Birthday. The boys presented for their annual play on March 31 and April 1, "Arms and the Man," by G. Bernard Shaw. Several recitals and speakers were heard through the year. The Girls' Glee Club offered to an appreciative audience on Thursday evening, June 1, the operetta, "The Japanese Girl." All of the clergy of Watertown spoke in turn at chapel exercises during Lent.

The annual spring concert was held this year on Sunday, May 7, in the auditorium of Boston College. Earlier in the year the Musical Clubs of Boston College came to Watertown and gave a concert for our pupils. Our concert in their hall was in the form of a return engagement and also gave us an opportunity to appear before a new and interested audience. We are grateful to the authorities of Boston College for their most gracious hospitality and interest in our pupils.

The boys participated in four athletic meets. On May 20 a team from the Maryland School came to Watertown to meet defeat. On Thursday, June 1, our boys won from the New York Institute on their field, and on the following Saturday the Perkins team placed second in a triangular meet with Connecticut (which won) and Overbrook, on whose field the meet was held. On June 10, the boys of Perkins defeated a team of seeing boys from Trinity Church, Boston. Following the close of school, fourteen boys had the privilege of a week at Camp Massapoag as the guests of the Boston Committee for the Blind. Throughout the summer many of our girls attended the Allen Camp at Bedford, New Hampshire, maintained by the Lions Club.

NEW DEPARTMENTS

The two new departments which opened this year have fulfilled their functions. In the Department of the Deaf-Blind we have had an interesting new pupil, Leonard Dowdy of Sedalia, Missouri. As he lost his sight and hearing at the age of two as a consequence of spinal meningitis, he had little conception of speech. Now, at

the age of six, he is showing phenomenal progress in the understanding of spoken commands and in the bodily control necessary to their execution. "Tad" Chapman, our oldest deaf-blind pupil, has completed the work of the grammar school, receiving his diploma in June, and will enter the high school in the fall, where he expects to prepare for college. Beside the teaching of these two boys who are entirely deaf and blind, Miss Hall has been able, through the use of the Phipps Unit, to extend help to several hard-of-hearing children already in the schools.

The Personnel Department began its first year by organizing its work so as to bring together the various existing activities which were to continue under the direction of Miss Maxfield. A well-planned program has been set up, and through the year the good effects of co-ordinating and expanding our forces for personality study and individual betterment have been felt. A full report of the department is included in this volume. Next year the department will occupy new quarters which will facilitate their work.

The establishment of the Department of Personnel has brought together a number of experts in various phases of psychological work, and has also given us contacts with highly trained specialists not on our own staff. In order to utilize these forces to the maximum, and to render a service to the blind outside the school, we have established a Psychological Service which is now available to those in charge of work for the blind in all New England. Under this plan the authorities may call upon our staff to give mental or achievement tests, make aptitude studies, or provide such other psychological advice as may seem necessary. This service has already been accepted.

There will also be an advantage to Perkins in this new activity, since the state authorities may now have children of doubtful mental ability tested before making formal application for admission to the school. Arrangement may be made to have the worker make the tests at the pupil's home, or the child may be brought to the school. It is interesting to note that the White House Conference on Child Health and Protection recommended a similar psychological service, national in scope. It is a satisfaction that we are the first to follow this recommendation in offering to all the blind in New England the highly specialized service and counsel which has been planned for our own pupils.

SPECIAL INTERESTS

For some time we have wondered how far our pupils could appreciate the so-called visual arts, both æsthetically and objec-

tively. We found the officers of the Fogg Museum of Harvard University and of the Boston Museum of Fine Arts equally interested. In co-operation with them, groups of our boys and girls have had the privilege of going to these museums for series of talks by the curators. They have had unusual opportunity to handle the various pieces around which the lectures have been built. A keen interest has been created, which has resulted in expressional response through papers and modeling. The Boston Museum has presented to us a number of casts which have been set up in a little museum along the south corridor on the boys' side of Howe Building. We are greatly indebted to Mr. Frederick B. Robinson of the Fogg Museum and to Miss Doane of the Boston Museum for their untiring co-operation in this project.

Another co-operative venture with Harvard was the photographing of our entire school by Mr. Norman Fradd of the Department of Physical Education. Dr. Ober, our orthopedic consultant, needed silhouette photographs to guide him in a survey he wished to make of the whole school. Special apparatus is needed for such work and this was brought from Harvard and the photographs made by Mr. Fradd. On the basis of these pictures, a constructive program of posture work for the coming year has been built.

Early in the year a study was made of the service rendered by the Library, which resulted in a change of duties of the staff and a wider opportunity to take out books and magazines. Many of the latest books on education have been added to the teachers' library. For many years more space for braille books has been needed. The large grants from Congress for books for the blind have given us many new volumes. In two years 1,567 new volumes have come to us which require over 500 feet of shelf space. After much planning it was decided to utilize a room in the basement. During the summer a stairway was cut to this new stack room which makes available enough space for some time to come. The small library in the Lower School has also been reorganized and new cases and shelving have made the books more accessible. In the Upper School two large rooms have been equipped as reading rooms for the boys and girls. Current braille magazines and books are available in these rooms. One of these rooms was formerly used by the Harvard Class, which will now meet in the upper rooms of the Lower School central building. A new wide stairway makes these rooms available.

Another change during the summer has been the transfer of all work pertaining to the Howe Memorial Press to the Workshop in South Boston. This transfer enables us to move the carpenter and paint shops from Howe Building to the power house, where

all the mechanical and repair workers are now centered. The rooms vacated have given much needed space to the Industrial Department.

NEW VOCATIONAL COURSES

A new venture in the vocational work of the school was a class in farming. Eight boys were enrolled for class work during the second half of the year, while six boys remained in residence all summer to work on plots assigned to them on the school farm. This course has been considered one of our most practical and helpful ventures. Another venture was the instruction given to one boy in automobile mechanics. Four boys have asked for this course next year. The offering of these courses follows our policy of not teaching certain trades but of being prepared to instruct any pupil in any trade or occupation for which he shows an aptitude and in which he has a reasonable chance of success.

Throughout the year regular meetings of all teachers were held each month in addition to the weekly meetings of the different school faculties. Outside speakers addressed every other meeting, the alternate meetings being devoted to school matters. At the first meeting, the daily time schedule was discussed, and a committee, with representatives from the Upper and Lower Schools, was appointed to consider the matter. At the final meeting a revised time schedule was adopted to go into effect next year. Regular meetings of the matrons and other divisions of the staff have been held with the Director, who has made a practice of holding a conference with the head of each department on every Monday. The new board room, equipped this summer in the former music library, will add much to the convenience of these staff conferences.

The health of the pupils has been good. The presence of two nurses in residence made it possible for a nurse to be on duty at all times. A good deal of thought has been given this year to our health program which will result in changes next year. After consideration it has been decided to tie up our health problems with the Massachusetts General Hospital, and to secure a man serving on their staff as attending physician. A somewhat similar plan of cooperation is to be entered into with the Forsyth Dental Infirmary for that phase of our work. This latter plan opens to us all of the facilities of that world-famous dental clinic for children.

EDUCATIONAL REORGANIZATION

When matters pertaining to the observance of the centennial were over, we began to fix our thoughts on our educational policy. The changes taking place in all educational endeavor make it necessary

to check our progress in comparison with other schools. Our methods may of necessity differ, but in principle we should keep abreast of modern educational practices. Outstanding in the educational field today is that which is known as progressive education. This theory of education is built upon the study of individual aptitudes, and the adaptation of content to the child. It is best carried out where small classes can be maintained and individual studies made. It would seem, therefore, that progressive education was especially adapted to a school such as ours. We have always had small classes, and our Personnel Department is now qualified to carry on individual studies. An essential part of this theory of education is to equip for life work and to afford guidance. Again this is acutely needed for the blind, and we are prepared to carry out this part of the program.

The first step in building on these progressive principles was the determination of our grade grouping. We have decided to give up the eight-four form in the Boys' School and the nine-four in the Girls' and to adopt throughout the school the six-three-three plan. Once more this modern method of grading fits into our scheme, for the Lower School is ideally adapted for six grades and kindergarten. This leaves six years of work in the Upper School, which we are to divide into Junior and Senior High Schools. At this point we had to give special thought to the peculiar needs of our pupils. All blind children in our territory must come to us, and, therefore, have not the choice of several types of high school available to seeing boys and girls. Our task, therefore, was to build into our plan the several avenues of training found in public high schools. We are to do this by having five departments in the Senior High.

During the first three years in the Upper School boys and girls will be given broad general training, with emphasis upon seeing that they learn those things which boys and girls with sight acquire almost unconsciously. In these years there will be courses in general history, literature and science, as well as a review of the fundamental subjects. Upon completion of the work in the Junior High it is expected that pupils will have determined the field in which they wish to specialize. They will be guided in this decision by conferences with the teachers and through the aptitude studies of the Personnel Department.

The Senior High will afford opportunity for definite training in the field in which the pupil expects to find his life work. This does not mean full vocational training, but the placing of emphasis upon that form of work in which it is felt that the pupil has the best chance to succeed. For this training, the Senior High will be divided into five departments: College Preparatory, Literary, Musical, Voca-

tional and Commercial. In addition to the special studies of these departments there will be a sufficient general program to assure the pupil a fully rounded education. Diplomas will be granted to those completing the work in any department. This broadening of the opportunity for graduation will mean that those with other than literary talents can complete our course and be recognized as graduates. There will be an additional value in lifting the status of industrial and commercial pursuits to the point of academic recognition, which will make our pupils more ready to find life work in these fields.

THE LOWER SCHOOL

While we have set the plan for the Upper School as one toward which we are working, we have this year actually undertaken the reshaping of the Lower School so that next year it will function under the new plan and according to the principles of progressive education. This replanning has involved many changes in the program of the school and some changes in the personnel. As the new plan does not go into effect until after the close of the year covered by this report, it will only be necessary to write here of the principal changes and leave until next year's report a full description of their working. In the making of the new plans we had the benefit of the advice of Miss Jessie A. Lane, who acted as adviser in the Lower School this year and whose rich experience in education made her counsel of value.

The first change will be to have uniform grading on boys' and girls' sides. The second change will be from departmental work to the formation of grades. These will be loosely formed in accordance with the practice of progressive education, but will provide opportunity for longer contacts of a teacher with one group and the interrelation of the various subjects of instruction in a single project. It is felt that in this way there will be less confusion and wider opportunity for individual work with the pupils. Another change will be the transfer of most of the manual training to the Upper School. This change is to be made for several reasons. It will give more room for the other activities. It will place all manual training work under one head, and will give teachers of grades opportunity to relate the manual activities to the projects. Another change will be a full-time leader of recreation. A good deal of new outdoor play equipment has been purchased.

A change of fundamental importance is planned for the Lower School which involves giving up one of the important principles of Perkins. While we grant the socializing importance of having teachers and pupils eat together, and would not change it in the

Upper School, we are convinced that its value does not compensate for other factors in the Lower School. The teachers here are deserving of a time apart from the children because their hours of contact with them are long. The children will gain by eating at tables and in chairs which have been built for their stature. New chairs and tables of varying children's sizes will be provided. Both teachers and pupils will profit by separate meals prepared according to their special needs. To care for this part of the program a nutritionist has been engaged who will be in charge of the preparation of meals in all four cottages. This will relieve the matrons of this task and will give them more time for the direct supervision of their children.

THE PRE-SCHOOL CHILD

As we prepared plans for the reorganization of the Lower School we were conscious of the fact that a fully developed educational program must begin earlier than we get our children. Educators today are putting increased emphasis upon the pre-school years. They realize that character is well determined by the age of five or six, and that at two years the child is conscious of himself as an individual. These early years are, therefore, crucial from the point of view of progressive education, and in our program we must find a way to give the blind child of pre-school age every opportunity for maximum growth emotionally as well as physically. We must also guard against the acquisition of mannerisms and habits in these formative years which in later life become greater handicaps than blindness.

"Until this is done," writes Dr. Ralph Vickers Merry in his recent book, "The Education of Visually Handicapped Children," "the blind child is being discriminated against unfairly, and his handicap is being increased rather than minimized." Dr. Thomas D. Cutsforth, another blind writer, in his book, "The Blind in School and Society," throws down the challenge to educators of the blind when he writes: "Although the pre-school blind child presents the most enticing opportunity for scientific and educational study to be found in the field of the blind, remarkably little has yet been done. Perhaps, some time in the future, when the schools for the blind really wish to educate their pupils, this field will attain more importance and will receive the careful study that it merits."

At present, no school for the blind begins its training before the kindergarten age. Indeed, our kindergarten, started by Mr. Anagnos in 1887, was the first school for little blind children. Now, in keeping with the progress of education, the time has come to school the pre-school child. This can best be done through the establish-

ment of a Nursery School which would provide the environment wherein right attitudes toward authority and order could be acquired, and where the formation of wrong habits could be guarded against. Such a school could also be a field for the study of blind babies, in order that we may know more wisely the best methods of training and the most helpful play equipment. The results of these studies could be published and a valuable service rendered by preparing helps for the parents of blind children, because for many reasons it will never be possible to have all blind babies in nursery schools. This whole field opens up an opportunity for service that must not be lost, and at the same time it would mean the building of our educational structure on a sure foundation.

STAFF CHANGES

This report cannot close without mention of our losses. Death has claimed Edwin L. Gardiner, Miss Rosalind L. Houghton and Mrs. Marie C. Frederick. Mr. Gardiner was director of music for thirty-eight years, and through all of those years was one of the most faithful servants Perkins has ever had. Mr. Gardiner passed away in the Norwood Hospital March 8, 1933, after an automobile accident in which he and Mrs. Gardiner had been injured. Mrs. Frederick, matron of Eliot Cottage, and Miss Houghton, teacher of manual training in the Boys' Primary School, died during the summer.

Through retirement on pension six members of the staff severed their active connection with the institution. They are: Mrs. Cora L. Gleason, teacher, matron and visitor for forty years; Miss Nettie B. Vose, a matron of Anagnos Cottage for forty-six years; Miss Cornelia Loring, a matron of Bradlee Cottage for forty-one years; Miss Helen M. Abbott, teacher in the music department for thirty-six years; Miss Minnie Tucker, teacher of music in the Lower School for thirty-four years; and Miss Lenna D. Swinerton, who for about forty years has carried on the work of corrective gymnastics. Four left to assume work elsewhere: Miss Althea R. H. Pedlar of the Girls' Manual Training Department; Miss Grace F. Farrington and Miss Mary A. Lermond of the Lower School; and Mr. Walter S. Goss, who had been steward for eleven years.

These places have been filled, and with a full staff all working together for the weal of our pupils we face the coming year with confidence.

Respectfully submitted,

GABRIEL FARRELL,
Director.

THE BOYS' UPPER SCHOOL

THE Commission of Seven which prepared a report recently on Higher Education in California said, "It is the primary and fundamental function of the common school extending from the earliest years of schooling to educate the citizen for all those common understandings and co-operations which are necessary to sustain the best in our complex contemporaneous civilization." William S. Gray might well have added to this statement the following: "Equally important is the fact that boys and girls must acquire a social rather than a selfish personality and must learn increasingly from year to year to work and live together successfully."

We certainly are striving toward these goals, for the staff fully realizes the complexity of the world for our pupils. We may do our best to impress upon them the necessity of the niceties of life in order that our boys may be more acceptable for the cold and practical world in which they will sooner or later become an active part. Unfortunately we may often fail, due to the fact that it is sometimes difficult to convince youth.

We have been fortunate in having a number of outside contacts during the past year. The Alpha Delta Tau fraternity held several excellent dances, not only from the financial aspect, but, what is more important, from the social side as well. Never before have the boys invited so many young ladies to their dances. A number of young men have also been their guests. This has given them a splendid opportunity for mingling with other young people. The Boy Scouts, through their many whist parties, helped to broaden these contacts with the outside world.

As much as we all dislike having our boys sell tickets to our plays, there is, via this means of canvassing, a hidden value, which in many cases gives the boys a view of life which they would receive in no other way.

Well organized and prepared educational tours, whether they be to distant places or some historic point near home, have a real and vital place in learning. The field trips which some of the boys took to a monastery, the Boston Museum of Fine Arts, the Fogg Museum at Harvard, opened up a wealth of material to them. Some groups visited the Arsenal, the Navy Yard and the Wayside Inn.

Sports have a way of helping socialize our pupils. This is especially true of our interscholastic track meets. This past year we were most fortunate in having an excellent team. We not only had the pleasure of entertaining the Maryland team, but also the good fortune of beating them 32 to 31. Our next conquest was at the New York City School for the Blind, where we were again victors by a score of $35\frac{1}{2}$ to $27\frac{1}{2}$. From New York we journeyed on to Philadelphia where we met the Overbrook and Connecticut teams. Here we bowed to Connecticut, but we took second place. This opportunity to visit other schools, meet different people, travel by train and boat, is one of the greatest aids to a broadening education. We com-

pleted our year by overwhelmingly defeating the Boys' Club of Trinity Church, Boston.

"Arms and the Man" also offered us another means of showing the public what our pupils are capable of doing when under the proper leadership.

Every teacher has tried to do his best to bring to his pupils the broadest understanding of the subject at hand. It does not matter whether it is music, tuning, literature, poultry, or industrial work, the results are all good, for we try to keep in mind what is best for the individual child.

A few years ago a pupil who failed in his literary work would be discharged with practically nothing to do. Now our industrial course tries to find some one thing that these individuals may accomplish. Some learn to complete many things well, others learn perhaps only one thing. Linton has said, "Teaching procedures should begin with problems having a real life importance." That is just what our industrial department is attempting to fulfil, for it is trying to give to each individual something which will be of value to him in assisting him to earn money. It is trying to instil in each student a feeling of just pride in a piece of work well done, whether it be a woven rug, a basket, or a flag seat. Some of the boys have completed their training in this department and are now holding jobs which they otherwise would not have received. Having in mind the individual, we offered a course in auto mechanics and one in gardening. Both filled a real need. The gardening course was very much worth while, for it gave actual experience on the farm during the summer months.

Those boys who were studying poultry during the year had the misfortune of having their chicken coop and two hundred chicks burned one night. It was an unfortunate experience, but it was, at the same time, a valuable lesson to them, for it drove home the fact that poultry raising has its hazards. A few days after the fire the school received a most generous offer from Mr. C. Morris Williams, of Hatchville, of two hundred chicks to replace those lost. This offer was accepted so that the boys were able to continue the important training of caring for chickens.

The study of leather craft which some of the teachers took up during the winter paid well in dividends, for the information which they gathered and passed on to those boys who were interested turned into a source of income for the boys.

The boys who have been attending college are a credit to this school. We were especially pleased when James Hannon received the Phi Beta Kappa honor this past June. Out of eight graduates of the last year, one is studying music at the New England Conservatory of Music, one is taking the Normal Course in music here, one is studying the Education of the Blind in order to return to Greece as a teacher, three are attending the School of Education of Boston University, and one is going to the School of Business Administration at Boston University.

Since the school is made up of individuals, each with his own problem, let us continue to endeavor to fit the individual to live.

FRANCIS M. ANDREWS, JR.

THE GIRLS' UPPER SCHOOL

IN a school like the Perkins Institution, where the relationship between adult and pupil has been natural and friendly, changes in the personnel of the staff concern us vitally. Let me mention first, therefore, the changes in our large family during the past year.

Mr. Gardiner's passing left a great wave of sorrow through the entire school. For many years he maintained a high standard for all students in the music department and advocated the best possible all-round education for every boy and girl. He will never be forgotten. We were thankful that Mrs. Gleason could return as matron to supply the vacancy in Fisher Cottage. Miss Maxfield, also, returned to direct the personnel department. As for newcomers, we have Miss Mack, a resident nurse, Miss Robinson, secretary to the Director, and Miss Potts, secretary to Miss Maxfield. Members of the Harvard Class have once more brought us in touch with foreign countries, all the way from Cuba to Egypt and India.

Pupils, past and present, give us encouragement. We follow with interest the pioneer work of a former Harvard student of Alaska, now a teacher there. Our totally blind postgraduate in the East Boston High School has been doing excellent, independent work. Two Japanese students in our department have taken advantage of every opportunity, doing especially well in handwork and gymnastics, attempting roller-skating and distinguishing themselves at summer camp for work in Nature. Our Greek girl is equally ambitious and especially interested in dramatic sketches. One of the juniors has responded well to instruction in telephone switchboard operation. At Christmas time both boys and girls were taught how to make wreaths for our cottages. How inexpressibly happy was the girl whose wreath was chosen for Mr. Farrell's house!

Along academic lines an outstanding principle, carried on for the past ten years, is promotion by subject not by grade. We find that pupils, particularly in grammar school, are stimulated by the chance to forge ahead in a favorite study. It is not unusual for the program-maker to be obliged to arrange for a pupil to take a sixth, a seventh, and an eighth grade subject, without conflict.

We are carrying on not only the subjects mentioned in last year's report, but several others. *Civics* is truly enlightening to the pupil who knows little about community life. The beauty of spoken English is brought out in *Expression* classes for all pupils above the sixth grade. Here study and recreation are happily combined. *Physiology* is one of our strongest and most essential courses, planned to meet the needs of every girl before it is too late. A growing desire for *Eugenics* has become manifest.

More projects, both in geography and in other subjects, were carried out. More excursions were taken. Very enjoyable were the trips of six pupils and their teacher to the Fogg Art Museum, where Mr. Robinson, of the

staff, lectured and showed many a treasure. In the spring, members of the Howe Reading Club profited by a visit to the pioneer village in Salem.

We introduced in practical housekeeping a two-hour course required for beginners. The model cottage was redecorated; attractive furnishings were added. The course here was planned for the average girl from a comfortable home. But we had to prepare also those who expected to go into better-equipped homes as helpers. Very popular with these pupils was a home-nursing course given by a Red Cross nurse from Boston. Who can say which was most valuable: instruction in dietetics, first-aid, or the care of a bed-patient?

Pupils especially ambitious in manual training have been allowed to carry more than two courses at one time. Music students continue to be graded according to accomplishment in their June examinations, and are dropped if their work does not show progress.

But all school work counts for little unless we keep in mind the importance of making our pupils "socially acceptable." Outside contacts help. Among these were, last year, the Centennial celebration, overnight visits at the Cenacle Convent, Glee Club trips to neighboring clubs, meetings with the young people of the churches, and week-end visits in schoolmates' families. We, in turn, were hostesses here at school when the operetta was given, when camp reunions and cottage parties took place.

Such contacts are valuable for our pupils; all the more when outside influences are elevating. For thus our young people learn the truly better ways to meet some of life's problems. All of us, within or outside the gates of Perkins, need to remember that the blind are influenced by — even dependent upon — our representation of life in the world. We try to give them the facts accurately. Then, instead of shielding or spoiling our pupils, we should fit them to face life courageously, — free from pettiness and prejudices. It is a large task. To tackle it we, ourselves, must be free from prejudices, and we must give our young people association with the highest type of men and women. Also, we must encourage the blind to grow up, to be interested in becoming mature. Our pupils who have held positions successfully have "put away childish things". They are trying to apply their knowledge. Others, however, are enthusiastic about acquiring information, — concerning health, for instance, — but do not take the trouble to use it. They are satisfied to have a small circle of friends, to live in a rut, and to postpone the day of awakening. Such are the girls we propose to help; by encouraging them, if necessary compelling them, to be independent, to take responsibility, to share the world's work.

Through all such efforts to educate and socialize these young people our purpose is to guide them from adolescence to maturity.

ELSIE H. SIMONDS.

THE LOWER SCHOOL

THE problem of social adjustment is one which seeing children have to solve when they first enter school. Here in the Lower School it is of far greater importance, partly due to the fact that they are brought into an entirely different environment in which to live. This is no easy matter, for many have been so carefully protected and waited on at home that they cannot help but expect the same attention in their new surroundings.

Both Miss Burrell and Miss Humbert, together with the house mothers and all others who come in contact with these new kindergarteners, have a tremendous responsibility to face. The training which these children must be given in learning to dress themselves and care for themselves requires much of the school time. The problem is made still more complex since many of them have speech defects which must be corrected. Others require the attention of the physiotherapist, while still others need help from the psychologist. In addition to all of this corrective work which must be carried on, the children do receive excellent training in their games, sense training, rhythmic exercises, story telling, music, etc.

As soon as the kindergarteners are prepared for more advanced study, they pass along into the grades where more formal work begins. The writing of braille is often commenced during the first year. In the studies that have been made of seeing children in the field of child growth and development, the school world has come to realize the importance of stressing the big-muscle activities in primary education. A blind child is no different from any other in this respect, yet we ask him to use his small muscles and expect motor co-ordination from him that is not required of a seeing child. Well may some people then question the advisability of beginning braille writing before grade two.

Reading is probably the most fundamental of all subjects taught. It certainly is for our children. Miss Lane, who was the Adviser for the Lower School last year, believed that the reading of braille Grade I retarded the pupil unnecessarily and confused him in his writing of Grade I½. She therefore removed all books from the Lower School in Grade I so that this experiment could be carried on for a year. At the end of that time, the teachers believed that a child could change easily from Grade I to I½ without losing time or becoming confused. It was an experiment worth trying, even if it did not prove what one might readily expect.

In writing of the work of the past year in the Lower School, one must tell of the vital interest Miss Lane had in trying to bring the best to the pupils. She put much time, thought and study into her work and into the changes which she believed should be made for the welfare of the children.

Pupils remain from four to six years in the kindergarten cottage. By the end of that time they are either promoted or transferred to the primary

cottage. A few return to their homes if they are no longer able to profit by further training.

The primary cottages, Glover and Potter, differed as to the grades in them. Glover had grades four, five and six, while Potter had four and five. This lack of uniformity in the Lower School naturally makes it impossible for the Upper School to have much in common. It is a situation that is being remedied, for at the close of the year those in charge throughout the institution believed we should adopt the 6-3-3 plan. Miss Lane and others also believed that the departmental plan being carried on in the primary school should be abolished. Time schedules for class periods appeared to be far too short; much time was wasted going from teacher to teacher and class to class. There was often no co-ordination between the work done one period and that which followed. A committee of teachers from the Lower School worked on this problem and submitted a schedule that was accepted and is now in force.

An important change which is to be made at the end of the year is that of doing away with manual training taught to the boys in the Lower School. It is believed that it will be more beneficial for them to receive this training at the Upper School. Under this plan the boys from grades four, five and six are to go to the Upper School for this instruction. Last year a playground instructor on part-time duty was found to be such an asset that it was deemed advisable to employ her on full time this year. A careful study of the pupils also showed us that a coaching class on both sides would be helpful. Especially is this true for those individuals who need extra help. If kept with others they will probably fail, but when placed in a special group they find their proper level.

It can be seen, then, that we are trying to become more progressive in our scholastic outlook. Pollitzer has said that, "in the progressive school there is no sharp distinction between work and play." At least let us try to make the studies so interesting and vital to the child that it is to him as good as play. Let us remember we are dealing with individuals, each with a different personality, each needing self-expression, self-realization and self-control. Let us, too, along with other progressive teachers, have unbounded faith in the potentialities of children, in the power for natural expression, and a belief in the value of scientific research.

FRANCIS M. ANDREWS, JR.

THE DEPARTMENT OF MUSIC

THE last year was a momentous one for the music department, as it witnessed the passing of three of our oldest teachers in point of service, and the acquisition of a former graduate of our school as a member of the music faculty.

Mr. Gardiner, music director for thirty-eight years, and the Nestor to whom many generations of Perkins music students came for counsel and encouragement, passed away on March 8, following a short illness. His forceful personality and ripe experience are sadly missed throughout the school. Miss Abbott, highly efficient teacher of harmony, counterpoint and theory for thirty-four years, and Miss Tucker, since 1901 the faithful and devoted teacher of piano in the boys' lower school, relinquished their work with the close of school in June. Mr. Edward W. Jenkins, organist, composer, graduate of Perkins, of the New England Conservatory of Music, and a former student at the School of Music in Fontainebleau, France, has been secured to continue Miss Abbott's work, and to lecture on Music Appreciation and Music History.

The importance of music in any well-rounded educational scheme has been long recognized at Perkins, and as a consequence our boys and girls have unique musical advantages. Most of them are privileged to enjoy group singing throughout the lower and upper school courses. Those with sufficient talent are taught piano playing at first, and later receive instruction in playing organ, violin, cornet, or other instruments, or vocal lessons for the development of those with naturally good voices. Pupils with the most musical ability are encouraged to take the three-year normal course of preparation for teaching and, if possible, to continue their studies at the New England Conservatory or elsewhere.

As in former years, our more advanced music students with the music faculty in particular, and younger music students with members of the general staff, officers, and Harvard class students to a more limited extent, have profited by the unusual advantages of Boston as a musical center. Through the income from the Maria Kemble Oliver fund, we have been able to purchase several season Symphony Orchestra tickets, as well as tickets for operas, choral concerts, and recitals by world famous pianists, violinists and singers. Attendance on these various concerts constitutes an important part of our educational program, and may be counted one of the chief causes for the unusually fine musical background displayed by our more talented students, and a large contributing factor towards the excellence of our choral singing.

Our annual concert last May was given at Boston College in return for the excellent concert at Perkins earlier in the season by the Boston College Musical Clubs. It is hoped that we may make reciprocal engagements with other schools, and thus broaden our horizon, and spread the justly earned

fame of our choir to the advantage of Perkins. In no other way does Perkins make a more favorable impression on the public than through its singing, and for no other attraction that we can offer is the public response so generous.

Miss Burbeck, music librarian many years ago, and through whose capable hands most of the piano pupils in the Boys' Upper School have passed for the last forty years, is to be music librarian for the coming year. The music library has been subjected to a severe weeding and pruning process, and is now housed in attractive metal containers in trim new cases built along the north end of the museum gallery.

Miss Johnston, in addition to her piano teaching and chorus accompanying, has taken over the teaching of violin and 'cello and the stereotyping of music, and Miss Gring will be the only piano teacher in the Lower School, as she is to carry on Miss Tucker's work among the boys. Miss Thayer, in the Lower School, has produced excellent results in *solfeggio*, in the singing classes, and with her large chorus of children. Miss Starbird's good instruction shows in the quality of the singing in the Girls' Glee Club, and in the girls' section of the chorus, and she again successfully staged the performance of an operetta in June. Miss Seymour, Miss Bardin, and Miss Matthews continued their usual work in their customary efficient manner.

Our music courses are in the nature of preparatory studies for the New England Conservatory. This year one of our talented young men has prepared for the academic course there — the first Perkins pupil ever to do so. Another pupil in the boys' department will enter the regular pianoforte course at the Conservatory, having passed the entrance requirements. Both of these boys are reported as having received excellent preparation for their work there. This, of course, is the crown of our endeavors, but, in a humbler way, we believe that every child who possesses a spark of musical ability should have the opportunity of doing as much as he can for his own amusement and pastime, if for nothing else, with the only one of the fine arts open to sightless people.

JOHN F. HARTWELL.

**CHRISTMAS MUSIC BY THE CHOIR OF PERKINS INSTITUTION
AND THE CHILDREN'S CHOIR OF THE LOWER SCHOOL**

DWIGHT HALL, SUNDAY AFTERNOON, DECEMBER 18, 1932, AT 3.00 O'CLOCK

EDWIN L. GARDINER, DIRECTOR

PROGRAM

Anthem for Christmas-tide: Sing, O Heavens	<i>Berthold Tours</i>
Antiphonal Carol: In Bethlehem	<i>Kingsley</i>
Christmas Song: Winter Legendry	<i>Samuel Richards Gaines</i>
Antiphonal Carol: Little Jacques	<i>Nicholas Martin (1555)</i>
Baritone Solo and Chorus: Glory to God	<i>Augusto Rotoli</i>
A Christmas Pæan	<i>Frederick Candlyn</i>
Antiphonal Carol: A Child's Song of Christmas	<i>John J. Duffy</i>
Antiphonal Carol: Bring a Torch, Jeannette, Isabella	<i>Saboly</i>
Ballad of St. Stephen	<i>Mackinnon</i>
Antiphonal Carol: Come, Shepherds. French Carol, XVIIIth Century	
The Kings (Baritone Solo and Chorus)	<i>Cornelius</i>
The Carol of the Star	<i>Tertius Noble</i>
Procession of the Magi (For Male Chorus)	<i>Horatio Parker</i>
Traditional Cradle Song from Hayti	<i>Arr. by C. Dickinson</i>
Christmas Carol: Sleep! Holy Babe!	<i>F. W. Partridge</i>
A Song for Christmas	<i>Daniel Gregory Mason</i>
The Cornish Bells	<i>Tertius Noble</i>
Festival Carol: Ring Out, Wild Bells	<i>Percy E. Fletcher</i>

**THE TWENTY-SIXTH ANNUAL SPRING CONCERT
THE CHOIR OF PERKINS INSTITUTION**

JOHN F. HARTWELL, CONDUCTOR

BOSTON COLLEGE AUDITORIUM, SUNDAY AFTERNOON, MAY 7, 1933, AT 3.30

PROGRAM

(a) To the Spirit of Music	<i>Percy R. Stephens</i>
(b) As Torrents in Summer	<i>Edward Elgar</i>
(c) The De'il's Awa'	<i>Eric De Lemarter</i>
May Night	<i>S. Palmgren</i>
Scherzo in E minor	<i>F. Mendelssohn</i>

ALLIENE NEWMAN, *Pianist*

Lead, Kindly Light	<i>Cyril Jenkins</i>
Prelude to The Deluge	<i>C. Saint-Saens</i>
Danse Espagnol	<i>M. de Falla</i>

EDITH MILNER, *Violinist*

(a) The Night	<i>Josef Rheinberger</i>
(b) The Song of the Gale	<i>Myles B. Foster</i>
Sonata, Op. 7 (Finale)	<i>Edvard Grieg</i>

MANUEL RUBIN, *Pianist*

Lelawala, A Legend of Niagara	<i>Henry K. Hadley</i>
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THE DEPARTMENT OF TEACHER TRAINING

THE Harvard Class assembled this year as usual in time for registration at the University, and for the first lecture on Friday, September 30, 1932. There were thirteen members, including one student from Cuba and one from Egypt. As our entrance requirements were stricter this year, nearly all had normal or college training. All but three had normal vision.

Dr. Allen not having arrived at the opening of the semester, his assistant gave the first two lectures, but after this opening, we were glad to welcome him, full of the enthusiasm of his pleasant summer and of the experiences he had added to his ripe knowledge. He gave most of the succeeding lectures, but was assisted from time to time by well-known specialists, such as Mr. Van Cleve, Dr. Burritt, and others. Twenty-six topics were treated, thirty lectures given, and forty-four hours spent in the lecture room. Thirteen conducted visits of inspection were made to agencies for the help of the blind in Boston and vicinity. The class kept careful notebooks of the lectures and assigned reading, and all wrote final term themes showing interest and scholarly ability. The date of the examination was January 28, 1933.

The group assembled as the Special Methods Class, on January 30, also numbered thirteen. Two of the Harvard Class did not continue with us, and two new members came in to take their places.

Our morning sessions at 8.15 in this class were devoted to general discussions of timely topics, book reviews, and talks on teaching blind children. The middle of the day gave opportunity for observation and practice teaching. Two members of the class took additional work at Harvard and Boston University, as they had done during the first semester. The afternoon sessions, at 4.15, were mostly occupied with lectures given by members of our faculty on their specialties. Many persons contributed generously in this way, and gave the class a broad view of the management and teaching of a school like our own. The course would fail of success if we lacked this hearty co-operation. Dr. Allen came once a week, and we counted it a great privilege for the class to gain further acquaintance with his personality and his wisdom. Our director, Mr. Farrell, gave us two most illuminating talks on administration and publicity as needed in a great institution of this nature. Each student was asked to select a special topic for investigation and give a report on it near the end of the semester. In pursuit of these goals, two girls spent considerable time visiting progressive schools for seeing children in the vicinity to determine the applicability of their methods in a school like our own. Physical Education, Nature Study, Mathematics were among other topics treated.

As in former years, our teacher training class contributed helpfully to the school management, by acting as leaders, supervisors, or teachers, taking part at any time when need arose.

Many experiences, much work, some play, comprise the history of the Teacher Training Class of 1932-33.

JESSICA LANGWORTHY.

THE DEPARTMENT OF DEAF-BLIND

THERE have been frequent discussions among instructors of the deaf and of the blind as to which class of children was found the more difficult to teach. It is generally conceded that more technique is required for the education of the deaf. Be that as it may, no mistake is made in saying that it requires twice the energy and technique to unfold the hidden treasures of life to a totally *deaf-blind* child than it does to either one of the aforesaid types of children.

The fall of 1932, which marks the opening of the second century of progress for Perkins, found our Department for the Deaf-Blind happily established in our new sunny quarters. One new pupil was already added to our number, and we were all eager for the advent of a little five-year-old who, we had learned, was to be with us.

He arrived on the morning of October 3, 1932, and soon endeared himself to all. There was one among us whose heart beat in full understanding and sympathy for what lay ahead of this little life, and sympathized in the experience of being taken from home and loved ones. This was Tad¹ who, notwithstanding, expressed great happiness in the fact that light was to be brought to Leonard as it had been to him, and in this connection he said, "After a while Leonard will understand why he was brought to school and he will be very happy."

There were five pupils directly connected with the department, three being with us for full-time work and the other two given part time. For the enrichment of these five lives we provided toys and sense-training material, a sand table, screen, radio and the Phipps Unit, which is an electrically equipped instrument conveying sound through the principle of bone conduction. We are indebted to Miss Mildred Kennedy and Mrs. Florence Brown for the radio and the extra units.

In age the pupils range from five to seventeen years, and represent as many different grades as pupils. This makes it difficult for an instructor to handle more than one pupil at a time. We were fortunate, however, in having the capable assistance of Mr. Joseph Jablonske, Miss Ruth Stackpole and Miss Regina Sandman. Mr. Jablonske gave full-time help and had charge of the third grade reading and language work besides many other duties. Miss Stackpole and Miss Sandman were students from the Harvard Class. They gave us a part of their time. They were especially helpful with our hard-of-hearing blind children. We are not only grateful to these young women but also to Miss Langworthy, who made it possible for us to receive their help.

Leonard Dowdy, five years of age, came to us with no method of self-expression save for a few gestures of his own invention. His was a life filled with hidden treasures, an active mind and an inner urge to know and to do.

¹ The familiar name for Winthrop Clark Chapman.

He would do — it made little difference what, just so long as there was action.

There has been great satisfaction in seeing this tiny bud begin to open as understanding of words came to him through the Tadoma method of instruction and the Phipps Unit. During the eight months he has been in school he has learned to understand forty-five words and sixty commands when spoken. He can speak, clearly, thirty words and four phrases, besides other little sounds which we, in the department, can understand. Through the use of the "Unit" he enjoys music, responds to rhythm and understands six commands. We believe that a hearing vocabulary can be built up through the use of bone conduction.

Earl Martin, age nine, has in his right ear, some usable hearing. This has been greatly strengthened and some hearing awakened in his left ear, which was entirely deadened to sound. Earl is a bright boy and covered the required work of the second and third grades in one year.

Clifton Sears lost his sight one and one-half years before coming to Perkins; hence it was necessary for him to learn to read and write braille. This he learned with us, also English, special speech and auricular work. By use of the bone conduction instrument, his hearing range was increased four feet.

Charline Stevens came for speech and auricular work only. While she enjoyed listening over the "Unit" we never felt sure that she received any definite, lasting good from the use of it. We could not give her the attention she needed, therefore we are not in a position to make any statement regarding what may be the possibilities for helping her type of deafness.

Tad Chapman finished the eighth grade with very good standing. I wonder if our readers can appreciate what this means in one so handicapped. He has to do more than twice the work of any other pupil in his class, besides being required to receive his oral instruction through much more difficult channels. Tad's interests and thoughts are broad, and he has often expressed his deep appreciation of the unusual advantages he has had at Perkins, for through these he has been able to find the answers to many of his questions.

Each Sunday morning Tad and Clifton were given an hour at which time they were allowed to express their true selves and give us a glimpse into a world of which we know but little. This was an hour when the boys did the teaching and I the learning.

It is a joy to watch light and understanding take possession of these young minds. It is as striking a physical transformation as that of a plant deprived of sun and moisture, when these colorless, drooping human lives show forth a new purpose and radiant hope.

INIS B. HALL.

THE DEPARTMENT OF PERSONNEL AND RESEARCH

DURING the first months of the year problems relating to the effective organization of the Department demanded primary consideration. Later, however, as the various phases of the Department's work became more distinct it was possible to arrange the duties of the different members according to a reasonably systematic scheme. However, since many of the projects which fall to us call for the co-operative efforts of a number of its members, it probably will never be possible to separate entirely the duties of one person from those of another. Fortunately, the Department staff work together with unusual harmony.

The following headings stand for divisions of the Department's work rather than for the duties of its individual members.

PERSONNEL

From approximately Thanksgiving time until the end of the year, at least fifty-seven pupils were given attention on matters which may be said to come within the meaning of "personnel work." Of the seven who are in the Lower School, two have required many hours of attention on the part of various members of the Department. For one of these, a girl in The Special Methods Course was paid by the boy's parents to give him additional training in corrective work under the supervision of this Department.

Personal conferences have been held with several parents regarding the limitations or special requirements of their children, and a number of homes have been visited.

In the Upper School most of my own contacts with the pupils were established through the vocational conferences held with all of the students who were likely to be discharged during the next few years. As an outgrowth of these conferences, pupils began to come of their own accord to talk over other personal problems. If our contacts with the pupils about their personal problems of adjustment are to be of permanent value, it is necessary that we avoid forcing ourselves upon them.

By an arrangement with the Division of the Blind, Miss Florence Birchard gave a half day each week during the last four months of the school year to vocational interviews with pupils whom I had already seen. Each of us made a dictated report on each conference, and together we discussed the possibilities of each student. Before the end of the year, Miss Birchard and I together held a conference with each principal on the vocational problems of the students with whom we had talked. By following this procedure over a period of years we hope to collect sufficient data so that we can profit by a retrospective study of the value of our recommendations.

PSYCHOMETRIC WORK

During the course of the year 196 Binet tests were given, all but seven of them by Miss Pottinger. Five children have been brought to us by outside

organizations for examination. In addition to these, I have tested seven children scattered throughout Connecticut, at the request of the State Board of Education of the Blind.

Now that the Binet testing has been brought up to date for the school as a whole, we are to follow hereafter a routine schedule calling for the re-examination of old students within two months of their birthdays whenever possible. All new students will be tested as soon after their arrival at Perkins as they seem to be adjusted to their new environment.

At the request of Boston University, we arranged to give Mr. Ras Mohan Haldar, Vice Principal of the Calcutta School for the Blind in India, a course in Binet testing of the blind for which he obtained credit for his Master's degree. Although no one could be finer to work with than Mr. Haldar, we have, nevertheless, reluctantly come to the conclusion that we should not attempt such training again. In an institution where there are so few pupils to share the experimental efforts of a beginner in testing, such training appears unwise.

With Mrs. Farrell's help, the Seashore Music Tests were given to 20 children. Reading tests were given in the Boys' Upper School at the request of the Principal, and at the suggestion of Dr. Samuel P. Hayes, Forms V and W of the Stanford Achievement Test were tentatively adapted for use with braille students.

PHYSIOTHERAPY

In June, Miss Lenna Swinerton retired after giving forty years of service to this school. Miss Swinerton, one of our outstanding graduates, has had a remarkable influence over the lives of the pupils with whom she has worked.

During the year Miss Swinerton, who was working half-time, and Miss Charlotte Healey did corrective work with 59 students. This would have been impossible if it had not been for the help of students-in-training from the course in physiotherapy at the Children's Hospital. One of these students, Miss Thelma Peirce, has been engaged for this work next year.

As the result of general surveys by Dr. Frank Ober, our consulting orthopedist, and Mr. Norman Fradd of Harvard University, we have found that there are 175 pupils who should have some form of physiotherapeutic attention during 1933-34. This number, of course, does not include new pupils. Mr. Fradd voluntarily gave two days of his own time and that of an assistant for the purpose of making silhouettes of all the pupils in the school.

For the better part of the year Miss Potts has spent two thirty-minute periods a week in teaching one of the boys how to type with his spastic hand, under the direction of Miss Healey.

CORRECTIVE SPEECH

Miss Fladeland and Miss Eastman have worked with 52 pupils, most of them coming three times a week or oftener. Miss Fladeland attended the Conference of the Eastern Association of Teachers of Speech at Easter time, and during the summer she took a course in Boston on the use of the voice.

FIELD WORK

Sixty-one homes have been visited and a number of parents were seen at the school regarding special problems of their children; also visits have been made to a few institutions which are now or may later be concerned with our pupils. At the beginning of the school year a geographical file was prepared for the sake of economy of time and money in traveling. About half of Mrs. Coburn's time was devoted to relief nursing, hospital clinic appointments and other duties connected as much with the Medical Department as with ours. Mrs. Coburn has been fortunate in the contacts she has established with the parents of our pupils.

RESEARCH

One of our two most time-absorbing projects developed from collaboration with the National Committee on Statistics of the Blind, which is doing much to standardize nomenclature in the field of ophthalmology. In this we had the full co-operation of Dr. Chandler.

The other project relates to the collection of data on the further standardization of the Hayes-Binet scale. This has required the preparation of more than one data sheet per child, the total number being well over 500. The major portion of the work on this as well as on the eye records has fallen to Miss Potts.

Other studies undertaken during the last year are:

1. The distribution of our pupils according to mental ability and geographical location. With the exception of one child from New Hampshire who represents 12½ per cent of the eight who are here from that State, the largest proportion of low-grade children come from Massachusetts.

2. Distribution according to intelligence. We continue to find a number of children of low mental ability, but it is interesting to note that we have as many children with unusually high mental ability as we have children with very low mentality. Obviously, it is impossible to do justice to such a wide range of abilities within a small group which extends over the whole elementary and secondary school curriculum.

3. Low-grade children needing special training facilities. The data on this will be held until another year.

4. The number of pupils retarded three years mentally. This was prepared at the request of the School Department.

5. Sight-saving class possibilities in the Lower School. This study, made in co-operation with Dr. Chandler and Miss Ridgeway, disclosed only one pupil who could be said unqualifiedly to belong in sight-saving class.

6. Hayes-Binet comparison-of-weights test. We are checking the year-placement of this particular test, since it is three years higher in the scale for the blind than it is in that for the seeing. So far, our results indicate that it may belong more properly at the ten-year level than at the twelve, where it is now located.

7. Table and chair study. At Mr. Farrell's request a brief study was made of the height and styles of chairs and tables which were most convenient for study rooms and for living rooms.

THE COMING YEAR

During the summer the Department has been moved into very convenient, attractive quarters. This in itself cannot help but increase the efficiency of our work. Arrangements are being made which will facilitate work with the pupils on their personal problems. Frequent meetings are to be held with the principals of the two Departments, and I am to seek direct contact both with the matrons and with the pupils, so that there will be more likelihood of such matters being brought to my attention.

Plans have been formulated for a study of the pre-school blind child at the Farmington, Connecticut, Nursery for Blind Babies. Through our co-operation with this Nursery we shall have the unique opportunity of utilizing in the training of blind babies the best that has so far been discovered for seeing pre-school children. From the point of view of Perkins, this study holds special interest because of our concern over the lack of development in the children entering our Kindergarten Department. Since Miss Pottinger is specializing in the study of the pre-school child at the Harvard Graduate School of Education, she will be of great help in this study. During the coming year we want to experiment with a developmental history sheet for a few blind pre-school children, tentatively adapt a pre-school intelligence scale, as well as educational and play materials.

During the course of the next year we hope to organize at Perkins a health program which will have sufficient inherent interest to stimulate in our pupils a realization of the value of good posture and good health habits. In this we shall have the co-operation of our medical and dental staff and of outside agencies. Eventually, we shall include some training in mental health habits.

By the beginning of 1934 we expect to put into effect a vocational guidance program which will follow some organized procedure. Conferences such as those held last year will probably be continued, as will the co-operation with the Division of the Blind.

A survey of the need for corrective speech work will be made during the fall.

During the summer Mr. Farrell arranged with most of the New England States to make use of the psychological services of this Department, upon a fee basis.

Educational tests will be given in the fall, and a revision of them will be made upon the basis of the results. Then the tests will be turned over to the School Department.

We have in mind a program of research work which will furnish the basis for a number of studies that may possibly extend over a period of years. Whenever the number of pupils is small and the conditions are numerous and varied, figures obtained in one year's data which point to interesting conclusions can be made truly valid only after they have been verified through a period of years.

KATHRYN E. MAXFIELD.

THE LIBRARY

SPECIAL REFERENCE LIBRARY

NO important changes have taken place in this library; considerable moving has been done, but only that made necessary by the regulation expansion due to the addition of new books. Seventy-three titles, or ninety volumes in English, have come in during the year, making our total in English about five thousand four hundred and thirty-nine volumes.

Dr. Alfred Mell in Austria and Dr. Carl Strehl in Germany have supplied about the usual number of volumes in the German language, together with prints and articles for the historical museum.

TEACHERS' LIBRARY

This library which was moved last summer is working out well. Having it accessible at all times has been gratifying, especially to the "Harvard" Class and the teachers who have been taking outside courses. Not quite as many drop in for a few minutes to glance over the magazines, etc., as when there were no stairs to climb, but on the whole, we feel it has been of greater benefit to more people.

One hundred and forty titles, or one hundred and fifty-four volumes, have been added, making a total of about seven thousand two hundred and ninety-nine volumes.

LIBRARY OF EMBOSSED BOOKS

The great transformation, and one of the most important changes which have taken place for a long time, is in this room. The need for more space for the embossed books has been getting more and more acute, especially so since the beginning of the Library of Congress grant for "Books for the Adult Blind." Many plans were discussed, but it was finally decided to have a stack room in the basement for the less used books and the Moon type. A room directly under the library was taken from the boys' manual training department, they having been given another room. A stairway was cut through the north side between the shelves; a fine iron stairway was installed, stained to match the woodwork, and lights were put in. A dumb-waiter unearthed from the Lower School is to be erected as soon as time will permit.

Instead of building new cases in the stack room it was decided to remove from the main library the old walnut cases, which had been brought over from South Boston, and erect the new ones there of wood to match the other shelving, putting the old ones in the stack room. The cases were so large it was necessary to build them in the library. The work of tearing down the old ones, taking them to the room below and then building the new ones, was very noisy and dirty, but was done in the best possible way under the circumstances. As the sending out of the books continued with no interruption, it was necessary to tear down and build up a section at a time. It was all so well planned and carried out, that while dirt, noise and

chaos in general prevailed, the least possible discomfort was felt, and all appreciated more than ever the peace and roominess when the work was done. The moving of the Moon type books to the stack room was the first tackled, being followed by the rearrangement of the braille in the main library. We miss falling over "Zane Grey," always reposing in large numbers on the floor, as were many other popular writers; but we feel at the rate at which the new books are arriving it will not be long ere we have that pleasure again.

The wrapping of the books is to be done in the packing room, but this is not yet quite ready, although the books and cases have been moved out from that room also. Three old walnut cases of drawers have been moved out, and in their places are four fine oak tables with chairs to match for the use of those wishing to study in the library. Help in doing all this work has been obtained largely from the boys who this year have been taking the "farm" course.

We have added in braille two thousand four hundred and seventy volumes: one in Grade 1, one thousand and fifty-four in Grade 1½, and nine hundred and ninety-nine in Standard English braille; also four hundred and sixteen duplicate volumes, of which one thousand six hundred and forty-two were from the Library of Congress; total number of volumes, fifteen thousand two hundred and fifty-three. In Moon we have added three hundred and eighty-eight volumes, three hundred and sixty-four from Library of Congress, making a total of two thousand five hundred and twenty-eight; a grand total of seventeen thousand seven hundred and eighty-one in braille and Moon.

No record is kept of other types, as we are disposing of all as quickly as we can.

Added in braille, two hundred and seventy-three titles, one hundred and eighty-six from the Library of Congress, making a total of two thousand four hundred and thirteen.

Added in Moon, forty-one titles, thirty-eight from Library of Congress, making a total of seven hundred and twenty-eight; a grand total of three thousand one hundred and forty-one embossed books titles.

Seven thousand four hundred and fifty-eight volumes were borrowed for voluntary reading and two thousand six hundred and sixty-four textbooks, a total of ten thousand one hundred and twenty-two, — three hundred and thirty-eight more than last year.

Thirteen thousand two hundred and sixty-nine volumes were sent to readers outside the school, of whom six hundred and seventy-one are in New England and twenty-two in other states. One hundred and twenty-eight are new readers this year, but several of our regular ones have died. Of these readers, four read Line Type, six American braille, fifty-nine the Moon type, and six hundred and twenty-four the braille, making six hundred and ninety-three outside, which, added to our two hundred and sixty-five in school, make our readers number nine hundred and fifty-eight.

The teachers' library shows that seven hundred and eighty-seven volumes in letter-press books have been borrowed.

M. E. SAWYER.

THE DEPARTMENT OF BUILDINGS AND GROUNDS

IN the short span of one year there seems to be but little to report in the way of noticeable changes of either structures or grounds. Theoretically, a group of structures as substantial as ours at Perkins and as carefully planned should need nothing more than minor repairs to make them practically timeless.

Every one understands, however, that timelessness in a building is predicated on perfect craftsmanship among the workmen employed in the erection of the buildings. A further truism is that while the architecture of Perkins is largely sixteenth century, the construction methods were of the twentieth century. And so, on the twentieth birthday of Perkins at Watertown we are finding plenty of evidence of careless brick-laying which, directly or indirectly, gives us the foundation of at least 50 per cent of our maintenance problems. Thus, this report would not be complete unless it made mention of a definite program of outer wall repairs this past year made very obviously necessary by several severe storms which have ruined the interiors of many rooms throughout the institution.

The repair of walls and the thousand and one little tasks which buildings like ours require have not, however, occupied all of our efforts. As this new year of Perkins' second century has been a forward-looking one in the Educational Department, so the summer of 1933 has seen a group of improvements and modernizations that were all for the better conduct and health of the school. There is not space to go into minor details, but the mention of the changes and the object in view will show to some extent what has taken place.

ITEM	OBJECT
Stairs and new cases of Braille Library	Much-needed room for some 10,000 additional braille volumes
Moving Howe Press to South Boston building	Consolidation of all departments of The Howe Press, making more room available at Watertown
Carpenter shop moved from main building to powerhouse building	To make available 2,500 square feet of space for the Vocational Department
New cases for Music Library in Museum Gallery	To consolidate and improve Music Library and also to make a large room available for Board Meetings and the Director's office
New toilets and bathing facilities in nine Upper School cottages	This major project was greatly needed from a health standpoint
New Fenestra sash in Gymnasium	To improve ventilation in gymnasium
Painting in four Lower School cottages	Part of a definite five-year program to make the cottages bright and attractive
Complete new cases in Lower School Braille Library	To make this library really valuable to the little children
Acoustical treatment of Assembly Hall in Lower School	To correct acoustics and make hall available for greater use

ITEM	OBJECT
Complete repainting and overhauling of storeroom and bake-shop	For efficiency, sanitation and enlarged use
Moving of two families from the Infirmary building	To make room for the consolidation of the Physiotherapy and Speech Correction Departments with other clinics
A new stairway in the center of the Lower School	To make rooms available for the Harvard (Normal) Course
Partitioning old central offices	Part of a plan to centralize the work of the Personnel Department

In addition to the above, a number of minor and more usual changes and improvements took place, such as the refurnishing of Bennett Cottage and the beginning of a tactual art museum in one of the main corridors.

Now a word as to the year on the campus of Perkins. Considering the small budget that is provided for this Department, the major part of our efforts is placed on the maintenance of the "statu quo." In the way of improvement, several of the cottage flower borders were provided with much-needed soil, and the results were justified by the bloom in the spring and fall. A much-needed brick path was laid out from the Girls' Close to the main drive, and by a special appropriation about half of the mile of boundary fence was given a very necessary painting.

A much-publicized venture which might be listed under the Grounds Report was the organizing of a class of high school boys in a Practical Gardening Course. The Superintendent gave them some ten weeks of theory in the classroom during the early spring, and then from the first of April to the first of September they were given definite work on the school vegetable garden, each boy having a plot of his own of considerable size. Three of the boys were totally blind, and three semi-sighted, but all did good work under the active supervision of the farmer, Mr. Ellsworth. This course was by way of opening up the field of gardening as a vocation for the blind, and was, so far as we can ascertain, the first venture of its kind in this country.

In general it may be said that the past year has been a very favorable one in regard to the condition of the lawn, trees, shrubs and gardens, but to one interested in the maximum of horticultural achievement there is still room for improvement. The lawns in many places are thin and poor, and many so-called "flower" beds do not contain more than three inches of good soil. The rectification of these conditions is part of the future program as we embark on the second century of Perkins.

NELSON COON.

THE WORKSHOP FOR ADULTS

THE industrial department has made every effort to keep its twenty blind workers busily employed during the past year, but did not receive quite so much work as in the previous year. The wages paid to them, \$12,568.81, were about 5 per cent less than last year and 6 per cent less than the average for the past five years. Our people are paid on a piece-work basis, which has been the method always used in our Workshop, and explains in part the variation in wage payments from year to year. Our blind workers are never laid off, but are on duty constantly, sharing alike in all orders and work sent in to us. The gross sales were 20 per cent less than the preceding year, and 25 per cent less than the average for the past five years. The last two months of our fiscal year, July and August, showed an increase in sales over the corresponding months of the previous year. We hope this presages a return to normal business conditions.

We were very fortunate last winter in securing a large order for remaking mattresses from the Eastern Steamship Company. This was for the remaking of over five hundred mattresses with inner spring units, and it meant the addition of close to \$1,400 in wages to our seamstresses and mattress-makers. Without this large order our showing for the year in wages to the blind workers would have been reduced another 10 per cent. As this order came in the winter time, when work is usually slack, we were especially thankful. We have learned from one of the officials of the Eastern Steamship lines that our mattresses proved satisfactory after their use this summer, and that we may look forward to an invitation to bid on any such work needed in the future.

In the past few years we have made many mattresses with the inner spring unit, using the customer's own horsehair, or new hair from our stock, and find they are generally liked. We have never had one returned as unsatisfactory. The spring unit we favor is the same as that used for the Eastern Steamship Company mattresses, having a moderately stiff spring, and producing a mattress which we feel safe in recommending and guaranteeing to our friends.

Doing principally a repair business we are more fortunate in times of depression than if we depended entirely upon the manufacture of new goods. Naturally, our friends turn to us in times of depression to have old things renewed rather than to have new articles made elsewhere at greater expense. We are glad that they turn to us for the renewing of work we are qualified to do, even if they sometimes forget, and quite frequently do not realize, that we are as competent to make new bedding as to renew it. Many times we have been told by patrons that they did not realize we made new mattresses; they thought we only made over old ones. It is the most natural thing in the world to purchase mattresses from a furniture house where the other articles of a bedroom are bought, but we urge our friends to

keep in mind that we can give them a custom-made mattress at reasonable prices equal to any.

Early in June we had an opening for a repairman in our caning department, and gave the position to a Perkins boy, Robert Bowden, who was trained in the Boys' School under Mr. Mabey. Robert has partial vision, is handy with tools, and is a welcome addition to our group.

The number of chairs recaned fell off one-quarter from the number caned last year. Likewise there was a reduction in the amount of material sold at cost to blind people who work in their homes. This year we sent out about \$400 worth of chair cane to some eighty blind people. This was distributed principally in New England, but we also had a number of orders from other states. Most of them were for chair cane, but we also sent mattress supplies, — twine, tufts, ticking, and horsehair.

One of our old workers, Frederick B. Gould, passed away in June. Mr. Gould had retired from active work two years ago, after giving many years of useful service, first as a mattress-maker in our Workshop, and then as a stereotyper in the printing department. His familiarity with all tangible types was of great value to us when we helped in the experimenting which led to the adoption of the now universal Standard English Braille System.

The following is a résumé of the work done and wages received during the fiscal years ending August 31, 1932 and 1933:

	1931-32.	1932-33.
Mattresses received from hospitals and other institutions	792	1,328 ¹
Mattresses received from individuals	1,679	1,539
Total mattresses received	2,471	2,867
New horsehair picked (pounds)	7,400	4,450
Old hair picked (pounds)	88,056	95,294
Mattresses, new and remade, sent out	2,658	2,909
Chairs recaned	3,256	2,505
Wages paid to seamstresses	\$1,212 68	\$1,143 56
Wages paid to mattress-makers	7,443 41	7,508 01
Wages paid to chair-caners	4,604 39	3,917 24
Total wages paid to blind workers	\$13,260 48	\$12,568 81
Sales for the year	\$40,147 55	\$33,081 03

¹ Includes 518 mattresses made for the Eastern Steamship lines.

FRANK C. BRYAN,
Manager.

THE HOWE MEMORIAL PRESS

SINCE the moving of Perkins to Watertown in 1912, the various activities of the Howe Memorial Press have been carried on both in South Boston and Watertown. All the literature plates were embossed at South Boston and then sent to Watertown to be printed and bound. Most of the appliances we manufactured were made in South Boston and then sent to Perkins for distribution. This summer we moved the entire plant to the industrial building at South Boston, leaving only our woodworking machinery at Watertown. We believe this centralization will not only speed up our work but help to reduce its cost. We shall make use of the Workshop Salesroom at 133 Newbury Street in Boston for the shipping of our appliances to purchasers. These will be sent out from there by one of our Perkins boys, Charles Simons, who has partial vision; he will combine this work with the shipping of goods for the Workshop Department, making another worth-while job for a Perkins boy.

During the past year the press printed books containing 11,829 pages, almost as many as were printed in the preceding four years. Two-thirds of these were for books for the adult blind, awarded to us by the Library of Congress. In all, twelve books for the adult blind were printed and sent out to the regional libraries, a total of 1,881 braille volumes. Six of the books were printed in the new Standard English Braille, Grade 2. To acquaint our readers with the many added contractions called for in Grade 2, the Library of Congress arranged, through the American Foundation for the Blind, to have our press print the complete system in a convenient pocket edition of 36 pages. The little booklet was 5 by 6 inches in size, small enough to go into a man's pocket or a woman's handbag; 5,500 copies were distributed to the libraries, and 1,500 held in reserve by our press for repeat orders.

Among the books printed for the Library of Congress were: "Grover Cleveland," by Allan Nevins, in 8 volumes; "Sir John Franklin," by A. H. Beesly, in 2 volumes; "From Siam to Suez," by James Saxon Childers, in 2 volumes; "Mère Marie of the Ursulines," by Agnes Repplier, in 2 volumes; and two books of "Plutarch's Lives," Langhorne translation, 4 volumes each. During the coming year we shall print the remaining four books of "Plutarch," in 16 Braille volumes. This fall we were awarded a number of other books for the adult blind, which will keep our plant busy until well into the new year. Also 23 books were printed for our own press, principally supplementary reading for the Lower School. The Perkins Plays mentioned a year ago as under way are now in use, and several more are in press. All this material called for the printing of 975,690 pages of braille, and 251,242 pages of Boston Line Letter.

The Boston Line Letter is the name given to the system of raised letters devised by Dr. Howe, and is the only survival of the many types of Roman letters constructed for the blind before the dot systems came to be preferred. All the copyright notices in our books appear in "line letter" as a confirma-

tion of permission which the author and publisher can read for verification. Advertising notices to the patrons of our Workshop Department command much more interested attention when "line letter" is used. Most of the magazines published in America use this type on their title pages for the authorization required by post-office authorities. We use the system wherever practicable, as we consider it distinctive of "*Perkins*."

For use with the magazine title pages in "line letter" mentioned above, The American Type Founders Company recently made for us a new set of braille type which conforms to the standard of the braille now in use in height of dot and distance apart of characters and lines. There are only seven pieces of type in the font, just those needed to make all the possible combinations for one side of a braille letter. Each of the 63 characters in the braille base of six dots may be made by a combination of two of these. The type company has our blanket permission to supply any braille printing plant with this type upon its order.

The National Association of Printers for the Blind was recently formed at a meeting held in Washington preparatory to the establishment of a code under the N. R. A. for the "printing for the blind" industry. Those participating were the five presses now engaged in printing braille books for the adult blind under the direction of the Library of Congress. Among the objects of the Association, besides the formation of a code, will be the establishment and maintenance of uniformity in braille printing, and the dissemination of information among the presses, to the end that the interests of the blind readers as well as of the presses shall be conserved and fostered.

The Association welcomes active and associate members. Active members are those engaged in competitive printing. Associate members are those presses printing their own books and magazines on a non-competitive basis. A provision of membership requires that 25 per cent of the personnel of each press shall eventually be blind persons. Three of the presses have now more than 25 per cent blind people, and the other two will give preference, as vacancies occur, to blind workers. Annual meetings will be held in June at the biennial meetings of the American Association of Instructors of the Blind, and of the American Association of Workers for the Blind, which are held in alternate years.

During the year we sold 1,566 braille slates, 558 writing boards, 3,418 styluses, 144 games, and other appliances — not quite so many as in previous years. A new shorthand braillewriter was made and is now being tested in the typewriting department at Perkins. The parts have been made for fifty Model D Perkins braillewriters. A few machines have been sold, and the purchasers report them satisfactory. The frame of this new machine is an aluminum casting instead of the pressed steel of our earlier models. It has been made larger to make room for a new style of carriage. Any grade of paper as well as thin aluminum sheets may be fed into the machine. The paper is fed into the carriage the same as into an ordinary typewriter, though more effort is required.

A table giving the production and sale of appliances for the past year and the grand total since September, 1907, follows.

FRANK C. BRYAN.

THE HOWE MEMORIAL PRESS

WORK ACCOUNT FOR THE YEAR ENDING AUGUST 31, 1933

Plates embossed:			
Literature	. . . . .	11,829	
Music	. . . . .	1,251	
		13,080	
Printing:			
Braille	. . . . .	975,690	
Boston Line Letter	. . . . .	251,242	
		1,226,932	

APPLIANCES AND GAMES.	Made this Year.	Sold this Year.	Total sold from Sept. 1, 1907, to Aug. 31, 1933.
Pocket slates	125	644	16,248
Desk slates	73	910	17,208
Card-marking slates	49	12	165
Styluses	2,200	3,418	77,947
Braillewriters:			
Hall	—	—	145
Boston	—	—	68
Perkins model A	—	—	106
Perkins model B	—	—	100
Perkins model C	—	5	98
Perkins model D	—	1	1
Perkins Shorthand	—	—	12
Writing boards:			
Aluminum	—	30	1,677
Fiber	450	528	11,972
Aluminum alphabets	176	86	1,615
Wire signature guides	12	29	524
Peg boards:			
Plain	50	2	1,157
Reversible	—	4	282
Map cushions	2	5	79
Caning vises	—	—	68
Wringer printing presses	—	2	14
Thermometers	—	10	207
Barometers	30	1	2
Season apparatus	—	—	3
Games:			
Checkers	95	63	3,401
Chess	—	1	2
Dominoes	73	37	2,529
Puzzle-peg	27	9	324
Cross-word	—	—	18
Playing cards	69	34	1,350

During the year the Press purchased letter-press books for the Special Reference Library and for the Circulating Library, amounting to \$304.45, and purchased embossed books from other presses to the value of \$166.96, a total of \$471.39.

FRANK C. BRYAN,
Manager.

REPORT OF THE REGISTRAR

THE number of blind persons registered at Perkins Institution on the first of October, 1933, was 320, or ten more than on the same date of the previous year. This registration includes 80 boys and 76 girls in the Upper School, 59 boys and 61 girls in the Lower School, 24 teachers and employees, and 20 adults in the Workshop at South Boston. There are also 14 resident students taking the Harvard course on the Education of the Blind. There have been 51 admitted and 41 discharged during the year.

Several minor accidents and a few cases of such serious illnesses as appendicitis have occurred during the year, and the Lower School has twice been invaded by contagious troubles, — the boys' kindergarten by chicken pox, and the girls' kindergarten by German measles.

We record with the deepest sorrow the loss by death of several fellow-workers and associates of the school: Mr. Edwin L. Gardiner, esteemed music director for thirty-eight years; Mrs. Marie C. Frederick, matron of a boys' cottage for seven years; Miss Rosalind Houghton, long a teacher of manual training in the boys' primary department; Lady Campbell, who, as Miss Faulkner, taught successfully for Dr. Howe and later helped Sir Francis Campbell establish the Royal Normal College in London; Mrs. M. A. Knowlton, who served as housemother for one of the girls' families from 1877 to 1916; Felice Rosato, a former pupil; and John F. Hannon, member of the boys' Upper School, who died of infantile paralysis during the summer vacation.

Causes of Blindness of Pupils admitted during the School Year, 1932-33. — Optic atrophy, 5; optic atrophy and traumatic cataract, 1; optic atrophy and retinal degeneration, 1; atrophy of nerve and retina, 1; congenital optic atrophy, 6; congenital optic atrophy and cataract, 2; congenital retinitis and injury, 1; interstitial keratitis, 2; irido-keratitis, 1; chorio-retinitis, 2; retinitis pigmentosa, 2; buphthalmos, 2; disorganized globes, 3; disorganized globes and dislocated lens, 1; disorganized globes and anophthalmia, 1; disorganized globes and detachment of retina, 1; separation of retina, 1; degenerative changes of retina and nerve, 2; old iridocyclitis, 1; microphthalmos, 2; leucoma, adhesions of iris and anterior opacity of capsule, 1; progressive myopia and choroiditis, 1.

GRADUATES OF THE CLASS OF 1933 — Bertrand M. J. Chombeau, Frank Henry Greene, Guido Marchisio, Angelo B. Maschio, Tateos H. Mukhdjian, Hilda May Ogilvie, Hervey L. Rainville, George Shulman, Lester W. Stott.

CERTIFICATE FROM THE PIANOFORTE TUNING DEPARTMENT — Robert Craig Barrett.

CERTIFICATE FROM THE PIANOFORTE NORMAL DEPARTMENT — Mary Alliene Newman.

CERTIFICATES FROM THE MANUAL TRAINING DEPARTMENT — Rose Eleanore Giallombardo, Alice Beatrice Harasimowicz, Ethel Gladys Mitchell.

ANNA GARDNER FISH.

LIST OF PUPILS

OCTOBER 1, 1933

UPPER SCHOOL

Accorsi, Annie.
Beaudoin, Marie.
Bedrosian, Mary.
Buckley, Frances A.
Burt, Eleanor T.
Candage, Rachel E.
Capone, Mary C.
Casella, Frances.
Chelifou, Doris E.
Coombs, Shirley.
Correia, Angelina.
Correia, Fanny.
Corsi, Angelina.
Cox, Ruth A.
Crossman, Evelyn M.
Cypihot, Jeanne.
Czyzewski, Margaret J.
Dardioli, Luigina.
Dean, Virginia M.
DeDominicis, Edith N.
Della Morte, Maria.
Doherty, Kathleen E.
Downey, Mary A.
Duquette, Blanche.
Falcione, H. Olga.
Foley, V. Marion.
Getchell, Barbara.
Godin, Leona A.
Guernsey, Rena G.
Harley, Rita M.
Haswell, Thelma R.
Hinckley, Geraldine.
Homer, Georgianna.
Irwin, Eleanor I.
Johnson, Doris L.
Kennedy, Ethel I.
Lamoreux, Mary J.
Libbey, Fannie E.
Lord, H. Edith.
McEvoy, Evelyn M.
McNamara, Eileen.
McNamara, Lorraine.
Mierzewski, Stephanie.
Moses, Annie R.
Mullaney, Margaret L.
Newman, M. Alliene.
Nickerson, Vivian M.
Nicolais, Lucy.
Nicolaou, Kyriake.
Nowicki, Janina.
O'Donnell, Louraine.
Oulton, Sabra.
Pepe, Carmella.
Pepe, Philomena.
Potter, Ruth.
Qualey, Flora B.
Reese, Helen.
Reinert, Marion.
Ricker, Ruth.
Saruta, Keiko.
Saverino, Maimie.
Shiros, Anna.
Stanevicz, Mary.
Stevens, Charline E.
Surprenant, Lillian V.
Swanson, Grace E.
Szezerba, Mary
Takei, Ine.
Taylor, Everill.
True, Wilma L.
Wadleigh, Beatrice
Widger, Evelyn L.
Withrow, Cora.
Wnek, Witla B.
Wolfson, Martha.
Younie, Bernice E.
Adams, Raymond G.
Barker, Douglas H.
Barnstead, Robert W.
Brzoza, Walter.
Butler, M. Joseph.
Campbell, Peter F.
Caroselli, Andrea.
Carr, Walter P.
Casella, Charles.
Cetto, Joseph.
Chapman, Winthrop C.
Chombeau, Bertrand.
Cliche, Emery.
Close, Malcolm G.
Connelly, Edward P.
Cook, William L.
Cookson, Robert.
Cormier, Alfred.
Crandall, Henry.
Di Francesco, John.
Egan, John P.
Feleciano, Ralph F.
Fiske, Howard R.
Fitzpatrick, Henry.
Gagnon, Rene.
Gambardelli, Arthur J.
Garaventa, Arthur.
Gifford, D. Paul.
Giuliano, Paolo.
Greene, Frank H.
Hanley, Francis X.
Hannon, James E.
Hutchinson, William L.
Ireland, Carl V.
Kesselman, Max.
King, John C.
Kwoisnieski, Thad. W.
Lahti, George V.
Legasse, Silvio.
Lesiczka, Joseph.
Macaluso, Biaggio.
MacLaughlin, Leroy B.
Marchisio, Guido.
Martin, Earl.
Maynard, Merrill A.
McGillicuddy, John L.
Michaud, J. Armand.
Miskiavitch, Norbert.
Mukhdjian, Tateos.
Nagle, John F.
Neuwirth, William A.
Nichols, Alaric G.
Pasterczyk, Henry.
Petherick, George.
Pike, Harold.
Pike, N. Neal.

Plourde, Gilbert.
Pollino, Anthony.
Porter, Ralph M.
Rackowski, Teddy F.
Rainville, Herve L.
Ramos, Joseph.
Rubin, Manuel.
Sears, Clifton L.
Small, Philip L.
Spelman, Kenneth.
Sprague, Charles R.
Stevens, Bernard F.

Swett, Frank A.
Tancelle, Gideon.
Thompson, R. Lawrence.
Tobey, Arthur W.
Tulip, David J.
Vachon, Edouard.
Vargas, Lorenzo.
Vincent, A. Roy.
West, Kenneth S.
Whitman, Lewis A.
Williams, Clifford.
Youngblood, Charles H.

LOWER SCHOOL

Allen, Florence H.
Andrews, Mary.
Blakely, Priscilla.
Blanchette, Esther A.
Boudreau, Louise.
Bourdon, Natalie J.
Bresnahan, M. Fay.
Budrow, Florence Y.
Cavanaugh, Gertrude E.
Ceruleo, Ida.
Clarke, Virginia.
Costa, Alice.
Davy, Lillian.
Del Padre, Eva.
Deschesne, Marie.
Devino, Catherine L.
Donovan, Mary E.
Drake, Elaine M.
Farias, Alice.
Farmer, Regina J.
Gaudreau, Lorraine N.
Gibalerio, Kathryn Z.
Graham, Alvaetta.
Gurry, Martha V.
Hayman, Margaret L.
Herron, Edith.
Herron, Melina.
Johnson, Virginia L. D.
Kovalczyk, Lorraine.
Langlois, Estelle Y.
Logan, Mertys M.
Lovejoy, Mildred E.
Lovett, Thelma L.
Maffini, Gloria F.
Martinelli, Mary.
McIntosh, Marjorie A.
Miller, M. Alice.
Minezzi, Virginia L.
Moreau, Barbara L.
Mulford, Norma J.
Murby, Harriet E.
Nadeau, Cecile.
Nicholas, Bernice.
Nicholas, Doris.
O'Shea, Anita M.
Patch, Joyce M.
Pepe, M. Angelina.
Polizzi, Jennie.
Pomerleau, Grace.
Porcaro, Marcelline M.
Price, Ruth E.
Regan, Mary.
Reinert, Elsie.
Reynolds, Dorothy H.
Robbins, Mary.
Roode, Marilyn.
Stanley, Norma M.
Tebbetts, Margaret E.
Therrien, M. Rose.
Tramontozzi, Elena.

Youngblood, Mary J.
Allen, Alden E.
Autuori, Americo.
Beaudry, Roger W.
Bessette, Francis E.
Bik, Dimitry.
Boardway, Norman F.
Bradford, James A.
Briggs, Clarence.
Broadbent, Samuel A.
Burke, William.
Cirella, Anthony.
Cordeau, Francis R.
Correia, Frank.
Correia, Joseph.
Corsi, Alfred.
Costa, Jesse.
Cotter, Thomas E.
Davenhall, George B.
Delaney, James D.
Dowdy, Leonard.
Dubuque, Arthur L.
Eaton, Richard L.
Ellis, Warren P.
Fortes, Andrew.
Fournier, Francis J.
Fried, A. Robert.
Gayzagian, Albert K.
Graham, Douglas M.
Haggett, Earl.
James, Virgel L.
King, Carl S.
Kiwior, Bronislaw.
Lewis, Winfield E.
Macomber, Hollis N.
MacShawson, Irving J.
Majocka, J. Edward.
Marinello, Domenic.
Medeiros, Joseph.
Merriam, Francis C.
Morris, Kenneth A.
Morrison, John J.
Moseley, Edward L.
Murphy, William H.
Nevulis, John F.
Nicholas, Leo.
Nichols, Hayden A.
Patch, Robert L.
Rosati, Ettore G.
Sacco, Anthony.
Saint, W. Francis.
Santangelo, Samuel P.
Scott, Robert J.
Southern, Charles D.
Strangis, John F.
Van Vliet, Franklin E.
Walsh, James.
Zarr, Alexander.
Zarr, William.
Zermas, George.

ACKNOWLEDGMENTS

I. — ACKNOWLEDGMENTS FOR CONCERTS AND RECITALS

To MRS. FORTUNE GALLO, for seventy-five tickets for opera.

To MRS. M. G. HAUGHTON, for six season tickets for concerts by the People's Symphony Orchestra in Jordan Hall, Boston.

To MRS. FRANK CHOUTEAU BROWN, for eight tickets for a concert by the Boston Music School Settlement in Jordan Hall, Boston.

To a friend, for six tickets for the Brahms Festival in Symphony Hall, Boston.

To Miss MARY STRICKLAND, for ten tickets for a concert by the Harvard Glee Club in Symphony Hall, Boston.

To MRS. R. M. SALTONSTALL, for ten tickets for a Boy Scouts Minstrel Show in Somerville, Mass.

II. — ACKNOWLEDGMENTS FOR RECITALS AND LECTURES IN OUR HALL

To Mr. WILLIAM D. STRONG, for a pianoforte recital.

To Mrs. LUCIA AMES MEAD, for a talk on international affairs.

To the BOSTON COLLEGE GLEE CLUB and ORCHESTRA, for a concert.

To Mrs. CLARA SIAS-DAVIS, soprano and harpist, for a recital of folk-songs of the Hebrides.

To Dr. SAMUEL P. HAYES, for a talk on summer camping experiences; again, for one on "Popularity," and also one on "Compensation."

To Dr. O. H. BURRITT, for a talk on "Qualities for Success."

To the Rev. JOHN CROCKER, for a talk on Princeton University.

To President HALLOWELL, for a talk on "Early History of Harvard College."

To Miss LUCY WRIGHT, for a talk on "Creative Hobbies."

To the clergy of Watertown, for chapel talks during Lent.

III. — ACKNOWLEDGMENTS FOR BOOKS, PERIODICALS AND NEWSPAPERS

American Review (embossed), The Beacon (embossed), Braille Courier (embossed), Braille Star Theosophist (embossed), Catholic Review (embossed), Christian Record (embossed), Christian Science Monitor, Christian Science Quarterly (embossed), Church Herald for the Blind (embossed), Colorado Index, Esperanto Ligilo (embossed), The Evangel (embossed), The Herald of Christian Science (embossed), Illuminator (embossed), International Braille Magazine (embossed), Jewish Braille Review (embossed), Lions Juvenile Braille Monthly (embossed), Lutheran Herald for the Blind (embossed), Lutheran Messenger for the Blind (embossed), Matilda Ziegler Magazine (embossed), The Mentor, The Messenger to the Sightless (embossed), National Magazine for the Blind (embossed), Ohio Chronicle, Optimist, Our Dumb Animals, Our Special (embossed), Red and White (embossed), Rocky Mountain Leader, The Searchlight (embossed), The Utah Eagle, Weekly News (embossed), West Virginia Tablet.

To the AMERICAN BRAILLE PRESS, AMERICAN BROTHERHOOD OF FREE READING FOR THE BLIND, CHICAGO PUBLIC LIBRARY, CHRISTIAN SCIENCE PUBLISHING SOCIETY, DEPARTMENT OF MISSIONS, PROTESTANT EPISCOPAL CHURCH, Mr. FALES, Miss HARRIET GRAY, JOHANNA LODGE, No. 9, JUNIOR LEAGUE OF PHILA-

DELPHIA, JUNIOR RED CROSS SOCIETY OF BOSTON, NEW YORK INSTITUTE FOR THE BLIND, PHILADELPHIA FREE PUBLIC LIBRARY, SOUTHEASTERN PENNSYLVANIA CHAPTER OF THE RED CROSS, Miss ANNIE F. STINSON and TRINITY CHURCH PERIODICAL CLUB, for embossed books.

To MARY BRADFORD, SARAH F. BREMER, DORIS W. CALHOUN, JULIA K. COHEN, ALICE M. DAY, RUTH S. DOWNS, MAY HANNIS, JENNIE HOENIG, ETHEL M. HOOD, S. HOWARD RIPPY, MARY A. STAGER, ANNA S. TOPLIFF, ANITA S. WARD and SUSAN H. WEISBROD, for hand-transcribed books.

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To the BOSTON CHAPTER AMERICAN RED CROSS, for binding a number of hand-transcribed books.

IV. — ACKNOWLEDGMENTS FOR GIFTS

To Mrs. E. PREBLE MOTLEY, Mrs. WALTER C. BAYLIES, Miss ELEANOR S. PARKER, and the primary department of Union Congregational Church of Weymouth and East Braintree, through Mrs. NEWMAN PAGE, for gifts of money at Christmas time; to an unknown friend, for candy and nuts at that season; and to the JUNIOR RED CROSS COUNCIL, for embossed Christmas cards.

To Miss LILLIAN R. GARSIDE and Mr. JOSEPH F. WILBUR, for gifts of money; and to Mrs. ARTHUR EAKINS, for money and articles of clothing.

To Mrs. GEORGE T. PUTNAM and Mrs. MINNIE HOWLAND, for dolls for the little kindergarten girls; and to Miss ETHEL I. PARKER and Mr. WILLIAM H. MURPHY, for confectionery.

To the BOSTON COMMITTEE FOR THE BLIND, Mrs. ROBERT E. NAUMBERG, chairman, for gifts of money, clothing, confectionery and ice cream, personal service to some of our pupils, cottage sociables for the several family groups, a week's camping party for a number of the boys, and regular conveyance for several pupils to and from Temple Israel, Boston.

To the parish of St. PATRICK'S CHURCH, Watertown, for safe and regular transportation of pupils to and from services at that church.

To Mrs. NAUMBURG and Mrs. PHILIP JACOBS, for clothing; and to the latter and Mrs. LOUIS ROSENBAUM, for rubbers and overshoes.

To Mrs. SIGMUND ROTHSCHILD, for a Victrola and records; to Mrs. WELLINGTON RINDGE, for Ampico records; to Mrs. EMANUEL E. MOCK, for a Victor graphophone and records; and to the F. W. WOOLWORTH COMPANY, Watertown branch, for phonograph records.

To "A Builder's Club" of the Howard Sunday School, Bulfinch Place Church, Boston, through Miss E. L. JONES, for roller skates for the primary boys.

To Mr. HENRY D. WOODS, through his daughter, Mrs. ETHEL P. COTY, for four braille slates and stiletos; and to Mrs. ALEXANDER B. HAWLEY, for a Midget braille and point typewriter which had belonged to her mother, Mrs. Berthel.

To Miss SOPHIA A. UNDERWOOD, for a collection of shells; and to JOHN LESTER MCGILLICUDDY, for specimens of stones.

To Mr. C. MORRIS WILLIAMS, for two hundred chickens for the poultry class.

STATEMENT OF ACCOUNTS

BOSTON, September 30, 1933.

To the Board of Trustees, Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts.

GENTLEMEN:— I have audited the accounts of Albert Thorndike, Treasurer of the Institution, for the fiscal year ending August 31, 1933, and have found that all income from investments and proceeds from sales of securities have been accounted for, and that the donations, subscriptions, miscellaneous receipts, as shown by the books, have been deposited in bank to the credit of the Treasurer of the Institution.

I have vouched all disbursements and verified the bank balances as at the close of the fiscal year.

All of the securities, as shown by the books, were verified by certification of the custodian, the New England Trust Company.

In my opinion, the accompanying statements, covering the Institution, Howe Memorial Press Fund, and Kindergarten, correctly set forth the income and expenditures for the fiscal year ending August 31, 1933.

Respectfully submitted,

JOHN MONTGOMERY,
Certified Public Accountant.

INSTITUTION

BALANCE SHEET, AUGUST 31, 1933

<i>Assets</i>		
Plant:		
Real estate, Watertown — less depreciation	\$478,126 88	
Real estate, South Boston	90,000 00	
Real estate, Boston	44,721 25	
		\$612,848 13
Equipment:		
Furniture and household	\$10,180 43	
Tools, etc.	4,532 22	
Music department	17,350 00	
Library department	104,976 70	
		137,039 35
Works department		23,698 26
Investments:		
Real estate	\$265,178 74	
Stocks and bonds	1,550,011 20	
Stocks and bonds — Varnum Fund	174,874 97	
Stocks and bonds — Baker Fund	13,132 88	
Mortgage receivable	1,000 00	
		2,004,197 79
Inventory of provisions and supplies		2,839 89
Accounts receivable		9,357 11
Cash on hand		12,174 55
		2,802,155 08
<i>Liabilities</i>		
General account		\$229,124 18
Funds:		
Special	\$105,711 34	
Permanent	558,154 88	
General	1,898,186 27	
		2,562,052 49

Unexpended income, special fund		\$9,751 85
Gift for clock		1 00
Accounts payable		522 39
Vouchers payable		703 17
Total		<u>\$2,802,155 08</u>

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1933

Rent, net loss			\$3,459 67
Interest and dividends, general purposes	\$65,499 36		
Interest and dividends, special funds	4,233 31		
Interest and dividends, Varnum Fund	7,886 25		
			<u>77,618 92</u>
Annuities			366 36
Donations			1,093 50
Tuition and board, Massachusetts	\$55,150 00		
Tuition and board, others	37,705 00		
			<u>92,855 00</u>
Total			<u>\$168,474 11</u>
Less special fund income to special fund accounts	\$4,233 31		
Expenses, 133 Newbury Street	109 46		
Treasurer's miscellaneous expenses	1,152 96		
Fire insurance	945 75		
Pensions	5,124 04		
			<u>11,565 52</u>
Net income			<u>\$156,908 59</u>
Net charge to Director			159,987 53
			<u>\$3,078 94</u>

Director's Expense Account

YEAR ENDING AUGUST 31, 1933

Administration:			
Salaries		\$6,414 00	
Supplies		885 84	
Telephone and telegraph		1,480 76	
Publicity		1,384 44	
			<u>\$10,165 04</u>
Special departments:			
Library salaries	\$1,099 92		
Library supplies	240 25		
			<u>\$1,340 17</u>
Health salaries	\$1,642 50		
Health supplies	156 14		
			<u>1,798 64</u>
Hospitalization			77 95
Personnel salaries	\$3,025 00		
Personnel supplies	326 79		
Personnel research	56 67		
			<u>3,408 46</u>
			<u>6,625 22</u>
Education:			
Literary salaries	\$23,940 00		
Literary supplies	586 05		
			<u>\$24,526 05</u>
Manual training salaries	\$10,805 00		
Manual training supplies	102 97		
			<u>10,907 97</u>
Music salaries	\$9,510 00		
Music supplies	249 28		
Organ installation	295 75		
Depreciation music department	2,800 00		
			<u>12,855 03</u>
			<u>48,289 05</u>

Household:			
Salaries		\$19,328	30
Food		13,215	75
Furnishings and supplies		2,507	37
Laundry salaries		1,857	80
Laundry supplies		234	05
Depreciation on furnishings and household equip- ment		905	32
			<u>\$38,048 59</u>
Maintenance:			
Engineers' salaries	\$6,010	50	
Light, heat, power and supplies	11,360	43	
Repairs	159	83	
			<u>\$17,530 76</u>
Building salaries	\$3,687	81	
Building supplies	1,713	85	
Building repairs	3,035	03	
			<u>8,436 69</u>
Ground salaries	\$3,165	62	
Ground supplies	639	20	
Ground improvements	561	20	
			<u>4,366 02</u>
Depreciation on buildings, Watertown		13,978	40
Depreciation on tools and equipment		321	24
			<u>44,633 11</u>
Other expenses:			
Automobile		\$405	77
Liability insurance		1,643	25
Extraordinary		161	37
Centennial		2,673	30
Loss on bad accounts		20	40
Industrial department		5	44
Tuning department		2,948	53
Net loss, works department		7,479	38
			<u>\$15,337 44</u>
Total other expenses			
Less credits:			
Tuning income	\$2,899	00	
Discounts	211	92	
			<u>3,110 92</u>
			<u>12,226 52</u>
Net charge to Director			<u><u>\$159,987 53</u></u>

Income Special Funds

On hand September 1, 1932		\$14,038	53
Add income 1932-33		4,233	31
			<u>\$18,271 84</u>
Total			<u>8,519 99</u>
Distributed			<u>\$9,751 85</u>
Unexpended income August 31, 1933			<u><u></u></u>

WORKS DEPARTMENT

BALANCE SHEET, AUGUST 31, 1933

<i>Assets</i>			
Cash		\$303	90
Accounts receivable		3,437	36
Merchandise inventory		7,036	09
Machinery and tools	\$5,132	96	
Furniture and fixtures	7,937	48	
Auto trucks	348	84	
			<u>13,419 28</u>
Total			<u><u>\$24,196 63</u></u>

<i>Liabilities</i>		
Vouchers payable		\$498 37
Main office	\$31,177 64	
Less — net loss	7,479 38	
	<hr/>	23,698 26
Total		<u>\$24,196 63</u>

PROFIT AND LOSS, AUGUST 31, 1933

<i>Revenue</i>		
Sales		\$32,211 43
<i>Expenditures</i>		
Materials used		\$8,382 80
Salaries and wages		25,678 19
General expense		3,354 72
Auto expense		896 27
	<hr/>	
Total expenditures		38,311 98
Loss		<u>\$6,100 55</u>
Add:		
Depreciation of fixed assets	\$1,114 12	
Loss on bad accounts	270 29	
	<hr/>	1,384 41
Total		\$7,484 96
Less:		
Bad debts recovered		5 58
		<hr/>
Net loss for the year ending August 31, 1933		<u>\$7,479 38</u>

INSTITUTION FUNDS, AUGUST 31, 1933

Special funds:		
Robert C. Billings (for deaf, dumb and blind)		\$4,000 00
Marks I. Cohen (for Jewish children) (spent)		—
John D. Fisher (education teachers and others)	5,230 00	
Joseph B. Glover (for blind and deaf)	5,000 00	
John Goldthwait (charitable)	1,333 15	
Harris Fund (outdoor relief)	26,667 00	
Maria Kemble Oliver (concert tickets)	15,000 00	
Prescott (education teachers and others)	21,231 45	
Elizabeth P. Putnam (higher education)	1,000 00	
Richard M. Saltonstall (use Trustees)	3,000 00	
A. Shuman (clothing)	1,000 00	
Thomas Stringer (care of T. S., etc.)	15,880 32	
Julia E. Turner (education of worthy needy)	6,369 42	
	<hr/>	\$105,711 34
Permanent funds (income for general purposes):		
George Baird	\$12,895 21	
Charles Tidd Baker	13,429 71	
Charlotte Billings	40,507 00	
Frank W. Boles	76,329 02	
Stoddard Capen	13,770 00	
Jennie M. Colby, in memory of	100 00	
Ella Newman Curtis Fund	2,000 00	
Stephen Fairbanks	10,000 00	
David H. Fanning	5,010 56	
Harris Fund (General Purposes)	53,333 00	
Harriet S. Hazeltine Fund	5,000 00	
Benjamin Humphrey	25,000 00	
Prentiss M. Kent	2,500 00	
Kate M. Morse Fund	5,000 00	
Jonathan E. Pecker	950 00	
Richard Perkins	20,000 00	
Henry L. Pierce	20,000 00	
Mrs. Marilla L. Pitts, in memory of	5,000 00	
Frederick W. Prescott, Endowment	25,338 95	
Frank Davison Rust Memorial	4,000 00	
Samuel E. Sawyer	2,174 77	

Permanent funds (income for general purposes) — *Con.*

Charles Frederick Smith	\$8,663 00
Timothy Smith	2,000 00
Mary Lowell Stone Fund	4,000 00
George W. Thym	5,054 66
Alfred T. Turner	1,000 00
Levina B. Urbino	500 00
William Varnum Fund	176,605 00
Ann White Vose	12,994 00
Charles L. Young	5,000 00

\$558,154 88

General funds (principal and income for general purposes):

Elizabeth B. Allen	\$500 00
Charlotte H. Andrews	15,169 87
Ellen S. Bacon	5,000 00
Elizabeth B. Bailey	3,000 00
Eleanor J. W. Baker	2,500 00
Calvin W. Barker	1,859 32
Lucy B. Barker	5,953 21
Francis Bartlett	2,500 00
Elizabeth Howard Bartol	5,000 00
Mary Bartol	300 00
Thompson Baxter	322 50
Samuel Benjamin	250 00
Robert C. Billings	25,000 00
George Nixon Black	10,000 00
Susan A. Blaisdell	5,832 66
Dehon Blake	500 00
William T. Bolton	555 22
George W. Boyd	5,000 00
Caroline E. Boyden	1,930 39
Mary I. Brackett	5,263 33
J. Putnam Bradlee	268,391 24
Charlotte A. Bradstreet	23,273 49
Ellen F. Bragg	8,006 68
Lucy S. Brewer	10,215 36
Florence N. Bridgman	500 00
J. Edward Brown	100,000 00
Maria A. Burnham	10,000 00
T. O. H. P. Burnham	5,000 00
Abbie Y. Burr	200 00
Annie E. Caldwell	4,000 00
Emma C. Campbell	1,000 00
Ellen G. Cary	50,000 00
Edward F. Cate	5,000 00
Robert R. Centro, in memory of	10,000 00
Fanny Channing	2,000 00
Mary F. Cheever	200 00
Ida May Chickering	1,052 03
Ann Eliza Colburn	5,000 00
Susan J. Conant	500 00
William A. Copeland	1,000 00
Louise F. Crane	5,000 00
W. Murray Crane	10,000 00
Harriet Otis Cruft	6,000 00
David Cummings	7,723 07
Chastine L. Cushing	500 00
I. W. Danforth	2,500 00
Charles L. Davis	1,000 00
Susan L. Davis	1,500 00
Joseph Descalzo	1,000 00
Elsie C. Disher	163,250 07
John H. Dix	10,000 00
Mary Frances Drown	20,762 43
Alice J. H. Dwinell	200 00
Amelia G. Dyer	40,043 00
Mary E. Eaton	5,000 00
William Eaton	500 00
Ann J. Ellis	1,023 00
Martha S. Ensign	2,505 48
Orient H. Eustis	500 00
Sarah M. Farr	64,247 43
Mortimer C. Ferris Memorial	1,000 00
Annie M. Findley	500 00
Thomas B. Fitzpatrick	1,000 00

General funds (principal and income for general purposes) — *Con.*

John Forrest	\$1,000 00
Ann Maria Fosdick	14,333 79
Nancy H. Fosdick	3,937 21
Sarah E. Foster	200 00
Mary Helen Freeman	1,000 00
Cornelia Anne French	10,000 00
Martha A. French	164 40
Ephraim L. Frothingham	1,825 97
Jessie P. Fuller	200 00
Thomas Gaffield	6,685 38
Albert Glover	1,000 00
Joseph B. Glover	5,000 00
Benjamin H. Goldsmith	11,199 68
Charlotte L. Goodnow	6,471 23
Maria W. Goulding	2,332 48
Charles G. Green	39,328 65
Mary Louise Greenleaf	199,189 94
Ellen Page Hall	10,037 78
Ellen Hammond	1,000 00
Hattie S. Hathaway	500 00
Jerusha F. Hathaway	5,000 00
Lucy Hathaway	4,577 00
Charles H. Hayden	27,461 01
John C. Haynes	1,000 00
Mary E. T. Healy	200 00
Joseph H. Heywood	500 00
Ira Hiland	3,893 37
George A. Hill	100 00
Margaret A. Holden	3,708 32
Charles Sylvester Hutchinson	2,156 00
Katharine C. Ireson	52,037 62
Eliza J. Kean	40,124 64
Marie L. Keith	2,000 00
Ernestine M. Kettle	10,000 00
B. Marion Keyes	6,350 00
Lulu S. Kimball	10,000 00
Lydia F. Knowles	50 00
Catherine M. Lamson	6,000 00
Susan M. Lane	815 71
Benjamin Levy	500 00
E. E. Linderholm	505 56
William Litchfield	7,951 48
Mary I. Locke	8,361 89
Hannah W. Loring	9,500 00
Adolph S. Lundin	100 00
Susan B. Lyman	4,809 78
Stephen W. Marston	5,000 00
William H. Maynard	20,163 34
Charles Merriam	1,000 00
Mary H. Miller	1,012 50
Joseph F. Noera	2,000 00
Ella Nye	50 00
Emily C. O'Shea	1,000 00
Sarah Irene Parker	699 41
William Prentiss Parker	2,500 00
George Francis Parkman	50,000 00
Grace Parkman	500 00
Philip G. Peabody	1,200 00
Elizabeth W. Perkins	2,000 00
Edward D. Peters	500 00
Clara J. Pitts	2,000 00
Sarah E. Pratt	2,988 34
Grace E. Reed	5,054 25
Matilda B. Richardson	300 00
Anne Augusta Robinson	212 20
Julia M. Roby	500 00
Mary L. Ruggles	3,000 00
Elizabeth H. Russell	500 00
Marian Russell	5,000 00
Nancy E. Rust	2,640 00
Emily E. St. John	5,015 00
Joseph Scholfield	2,500 00
Sarah E. Seabury	3,116 01
Richard Black Sewell	25,000 00

General funds (principal and income for general purposes) — *Con.*

Charles F. Sherman	\$2,000 00	
Margaret A. Simpson	968 57	
Ellen V. Smith	25,000 00	
Esther W. Smith	5,000 00	
Sarah F. Smith	3,000 00	
The Maria Spear Bequest for the Blind	15,000 00	
Henry F. Spencer	1,000 00	
Cora N. T. Stearns	53,558 50	
Lucretia J. Stoehr	2,967 26	
Joseph C. Storey	5,000 00	
Sophonria S. Sunbury	365 19	
Mary F. Swift	1,391 00	
William Taylor	893 36	
Joanna C. Thompson	1,000 00	
William Timlin	7,820 00	
Alice W. Torrey	71,560 00	
Mary Wilson Tucker	481 11	
George B. Upton	10,000 00	
Charles A. Vialle	1,990 00	
Abbie T. Vose	1,000 00	
Nancie S. Vose	300 00	
Horace W. Wadleigh	2,000 00	
Joseph K. Wait	3,000 00	
Harriet Ware	1,952 02	
Allena F. Warren	2,828 33	
William H. Warren	4,073 17	
Charles F. Webber	11,250 00	
Mary Ann P. Weld	2,000 00	
Oliver M. Wentworth	300 00	
Cordelia H. Wheeler	800 00	
Opha J. Wheeler	3,086 77	
Samuel Brenton Whitney	1,000 00	
Adelia C. Williams	1,000 00	
Judson Williams	3,619 54	
Mehitable C. C. Wilson	543 75	
Esther F. Wright	5,347 98	
Thomas T. Wyman	20,000 00	
Fanny Young	8,000 00	
William B. Young	1,000 00	
	<hr/>	\$1,898,186 27
		<u><u>\$2,562,052 49</u></u>

KINDERGARTEN

BALANCE SHEET, AUGUST 31, 1933

Assets

Plant:		
Real estate, Watertown — less depreciation		\$389,823 68
Equipment:		
Furniture and household	\$11,352 27	
Tools, etc.	3,653 58	
Music department	9,550 00	
Library department	86 59	
	<hr/>	24,642 44
Investments:		
Real estate	\$376,940 77	
Stocks and bonds	1,644,773 17	
	<hr/>	2,021,713 94
Inventory of provisions and supplies		2,711 08
Accounts receivable		579 91
Cash on hand		12,093 57
		<hr/>
Total		<u><u>\$2,451,564 62</u></u>

Liabilities

General account		\$606,479 52
Funds:		
Special	\$26,985 35	
Permanent	207,960 17	
General	1,600,110 84	
	<hr/>	1,835,056 36

Unexpended income, special funds	\$9,281 38
Vouchers payable	403 89
Accounts payable	343 47
Total	\$2,451,564 62

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1933

Rent net income	\$12,071 69
Interest and dividends, general purposes	78,573 97
Interest and dividends, special funds	1,288 01
Tuition and board, Massachusetts	\$33,370 00
Tuition and board, others	22,150 00
Total	55,520 00
Total	\$147,453 67
Less special fund income to special fund account	\$1,288 01
Treasurer's miscellaneous expenses	1,150 06
Fire insurance	945 75
Pensions	5,490 00
Total	8,873 82
Net income	\$138,579 85
Net charge to Director	134,372 87
Balance of income	\$4,206 98

Director's Expense Account

YEAR ENDING AUGUST 31, 1933

Administration:	
Salaries	\$6,373 20
Supplies	341 33
Telephone and telegraph	1,546 08
Publicity	1,118 78
Total	\$9,379 39
Special departments:	
Library salaries	\$1,503 67
Library supplies	83 19
Total	\$1,586 86
Health salaries	\$2,252 00
Health supplies	136 35
Total	2,388 35
Hospitalization	434 62
Personnel salaries	\$5,590 00
Personnel supplies	128 29
Personnel research	40 54
Total	5,758 83
Total	10,168 66
Education:	
Literary salaries	\$14,056 00
Literary supplies	780 00
Total	\$14,836 00
Manual training salaries	\$2,917 50
Manual training supplies	37 54
Total	2,955 04
Music salaries	\$4,990 00
Music supplies	75 39
Organ installation	295 74
Depreciation	100 00
Total	5,461 13
Total	23,252 17
Household:	
Salaries	\$17,133 71
Food	13,224 96
Furnishings and supplies	2,207 76
Laundry salaries	1,967 85
Laundry supplies	219 02
Depreciation on furnishings and household equip- ment	1,029 30
Total	35,782 60

Maintenance:			
Engineers' salaries	\$5,995	50	
Light, heat, power and supplies	11,193	76	
Repairs	37	45	
			<u>\$17,226 71</u>
Building salaries	\$3,890	85	
Building supplies	1,546	18	
Building repairs	4,988	60	
			<u>10,425 63</u>
Ground salaries	\$3,156	93	
Ground supplies	400	65	
Ground improvements	268	72	
			<u>3,826 30</u>
Depreciation on buildings, Watertown			11,147 99
Depreciation on tools and equipment			324 21
			<u>\$42,950 84</u>
Other expenses:			
Automobile	\$349	86	
Liability insurance	938	36	
Extraordinary	9	48	
Tuition and board	11,560	00	
Loss on bad accounts	9	50	
			<u>\$12,867 20</u>
Total other expenses			
Less credits:			
Discounts			27 99
			<u>12,839 21</u>
Net charge to Director			<u>\$134,372 87</u>

Income Special Funds

On hand September 1, 1932	\$8,674	09
Add income 1932-33	1,288	01
		<u>\$9,962 10</u>
Distributed	680	72
		<u>\$9,281 38</u>
Unexpended income August 31, 1933		

KINDERGARTEN FUNDS, AUGUST 31, 1933

Special funds:		
Charles Wells Cook (scholarship)	\$5,000	00
Helen Atkins Edmands Memorial (scholarship)	5,000	00
Glover Fund (Albert Glover, blind deaf mutes)	1,054	10
Ira Hiland (income to W. E. R. for life)	1,000	00
Emmeline Morse Lane (books)	1,000	00
Leonard and Jerusha Hyde Room	4,000	00
Dr. Ruey B. Stevens (clothing)	3,000	00
Lucy H. Stratton (Anagnos Cottage)	6,931	25
		<u>\$26,985 35</u>
Permanent funds (income for general purposes):		
Charles Tidd Baker	\$20,152	59
William Leonard Benedict, Jr., Memorial	1,000	00
Samuel A. Borden	4,675	00
A. A. C., in Memoriam	500	00
Helen G. Coburn	9,980	10
M. Jane Wellington Danforth Fund	10,000	00
Caroline T. Downes	12,950	00
Charles H. Draper	23,934	13
Eliza J. Bell Draper Fund	1,500	00
George R. Emerson	5,000	00
Mary Eveleth	1,000	00
Eugenia F. Farnham	1,015	00
Susan W. Farwell	500	00
John Foster	5,000	00
The Luther & Mary Gilbert Fund	8,541	77
Albert Glover	1,000	00
Mrs. Jerome Jones Fund	9,935	95
Charles Larned	5,000	00
George F. Parkman	3,500	00
Catherine P. Perkins	10,000	00

Permanent funds (income for general purposes) — *Con.*

Frank Davison Rust Memorial	\$15,600 00
Caroline O. Seabury	1,000 00
Phoebe Hill Simpson	3,446 11
Eliza Sturgis Fund	21,729 52
Abby K. Sweetser	25,000 00
Hannah R. Sweetser Fund	5,000 00
Levina B. Urbino	500 00
May Rosevear White	500 00

\$207,960 17

General funds (principal and income for general purposes):

Emilie Albee	\$150 00
Lydia A. Allen	748 38
Michael Anagnos	3,000 00
Harriet T. Andrew	5,000 00
Martha B. Angell	34,370 83
Mrs. William Appleton	18,000 00
Elizabeth H. Bailey	500 00
Eleanor J. W. Baker	2,500 00
Ellen M. Baker	13,053 48
Mary D. Balfour	100 00
Mary D. Barrett	1,000 00
Nancy Bartlett Fund	500 00
Sidney Bartlett	10,000 00
Emma M. Bass	1,000 00
Sarah E. J. Baxter	35,683 15
Thompson Baxter	322 50
Robert C. Billings	10,000 00
Sarah Bradford	100 00
Helen C. Bradlee	140,000 00
J. Putnam Bradlee	168,391 24
Charlotte A. Bradstreet	13,576 19
Ellen F. Bragg	8,006 69
Lucy S. Brewer	2,791 18
Sarah Crocker Brewster	500 00
Ellen Sophia Brown	1,000 00
Rebecca W. Brown	8,977 55
Harriet Tilden Browne	2,000 00
Katherine E. Bullard	2,500 00
Annie E. Caldwell	5,000 00
John W. Carter	500 00
Kate H. Chamberlin	5,715 07
Adeline M. Chapin	400 00
Benjamin P. Cheney	5,000 00
Fanny C. Coburn	424 06
Charles H. Colburn	1,000 00
Helen Collamore	5,000 00
Anna T. Coolidge	53,873 38
Mrs. Edward Cordis	300 00
Sarah Silver Cox	5,000 00
Susan T. Crosby	100 00
Margaret K. Cummings	5,000 00
James H. Danforth	1,000 00
Catherine L. Donnison Memorial	1,000 00
George E. Downes	3,000 00
Amanda E. Dwight	6,295 00
Lucy A. Dwight	4,000 00
Harriet H. Ellis	6,074 79
Mary E. Emerson	1,000 00
Mary B. Emmons	1,000 00
Arthur F. Estabrook	2,000 00
Ida F. Estabrook	2,114 00
Orient H. Eustis	500 00
Annie Louisa Fay Memorial	1,000 00
Sarah M. Fay	15,000 00
Charlotte M. Fiske	5,000 00
Ann Maria Fosdick	14,333 79
Nancy H. Fosdick	3,937 21
Margaret W. Frothingham	500 00
Elizabeth W. Gay	7,931 00
Ellen M. Gifford	5,000 00
Joseph P. Glover	5,000 00
Matilda Goddard	300 00
Anna L. Gray	1,000 00
Maria L. Gray	200 00

General funds (principal and income for general purposes) — *Con.*

Caroline H. Greene	\$1,000 00
Mary L. Greenleaf	5,157 75
Josephine S. Hall	3,000 00
Allen Haskell	500 00
Mary J. Haskell	8,687 65
Olive E. Hayden	4,622 45
Jane H. Hodges	300 00
Margaret A. Holden	2,360 67
Marion D. Hollingsworth	1,000 00
Frances H. Hood	100 00
Abigail W. Howe	1,000 00
Martha R. Hunt	10,000 00
Ezra S. Jackson	688 67
Caroline E. Jenks	100 00
Ellen M. Jones	500 00
Hannah W. Kendall	2,515 38
Clara P. Kimball	10,000 00
David P. Kimball	5,000 00
Moses Kimball	1,000 00
Ann E. Lambert	700 00
Jean Munroe Le Brun	1,000 00
Willard H. Lethbridge	28,179 41
William Litchfield	6,800 00
Mary Ann Locke	5,874 00
Robert W. Lord	1,000 00
Elisha T. Loring	5,000 00
Sophia N. Low	1,000 00
Thomas Mack	1,000 00
Augustus D. Manson	8,134 00
Calanthe E. Marsh	18,840 33
Sarah L. Marsh	1,000 00
Waldo Marsh	500 00
Annie B. Matthews	15,000 00
Rebecca S. Melvin	23,545 55
Georgina Merrill	4,773 80
Louise Chandler Moulton	10,000 00
Maria Murdock	1,000 00
Mary Abbie Newell	5,903 65
Margaret S. Otis	1,000 00
Jeannie Warren Paine	1,000 00
Anna R. Palfrey	50 00
Sarah Irene Parker	699 41
Helen M. Parsons	500 00
Edward D. Peters	500 00
Henry M. Peyscr	5,678 25
Mary J. Phipps	2,000 00
Caroline S. Pickman	1,000 00
Katherine C. Pierce	5,000 00
Helen A. Porter	50 00
Sarah E. Potter Endowment	425,014 44
Francis L. Pratt	100 00
Mary S. C. Reed	5,000 00
William Ward Rhoades	7,507 86
Jane Roberts	93,025 55
John M. Rodocanachi	2,250 00
Dorothy Roffe	500 00
Rhoda Rogers	500 00
Mrs. Benjamin S. Rotch	8,500 00
Edith Rotch	10,000 00
Rebecca Salisbury	200 00
J. Pauline Schenkl	10,955 26
Joseph Scholfield	3,000 00
Eliza B. Seymour	5,000 00
Esther W. Smith	5,000 00
Annie E. Snow	9,903 27
Adelaide Standish	5,000 00
Elizabeth G. Stuart	2,000 00
Benjamin Sweetzer	2,000 00
Harriet Taber Fund	622 81
Sarah W. Taber	1,000 00
Mary L. Talbot	630 00
Cornelia V. R. Thayer	10,000 00
Delia D. Thorndike	5,000 00
Elizabeth L. Tilton	300 00

General funds (principal and income for general purposes) — *Con.*

Betsy B. Tolman	\$500 00
Transcript, ten dollar fund	5,666 95
Mary Wilson Tucker	481 11
Mary B. Turner	7,582 90
Royal W. Turner	24,089 02
Minnie H. Underhill	1,000 00
Charles A. Vialle	1,990 00
Rebecca P. Wainwright	1,000 00
George W. Wales	5,000 00
Maria W. Wales	20,000 00
Gertrude A. Walker	27 30
Mrs. Charles E. Ware	4,000 00
Rebecca B. Warren	5,000 00
Jennie A. (Shaw) Waterhouse	565 84
Mary H. Watson	100 00
Ralph Watson Memorial	237 92
Isabella M. Weld	14,795 06
Mary Whitehead	666 00
Evelyn A. Whitney Fund	4,888 00
Julia A. Whitney	100 00
Sarah W. Whitney	150 62
Betsy S. Wilder	500 00
Hannah Catherine Wiley	200 00
Mary W. Wiley	150 00
Mary Williams	5,000 00
Almira F. Winslow	306 80
Eliza C. Winthrop	5,041 67
Harriet F. Wolcott	5,532 00
	<hr/>
	\$1,600,110 84
	<hr/>
	\$1,835,056 36
	<hr/> <hr/>

HOWE MEMORIAL PRESS

BALANCE SHEET, AUGUST 31, 1933

Assets

Equipment and supplies:		
Printing plant	\$262 40	
Machinery	3,995 17	
Furniture and fixtures	422 01	
Printing inventory	8,723 23	
Appliances inventory	9,222 68	
Embossing inventory	1,065 45	
Stationery, etc., inventory	1,139 67	
	<hr/>	\$24,830 61
Investments:		
Stocks and bonds		251,993 45
Accounts receivable		437 88
Cash on hand		3,009 82
		<hr/>
Total		\$280,271 76
		<hr/> <hr/>

Liabilities

General account		\$242,604 01
Funds:		
Special	\$24,839 10	
General	12,190 00	
	<hr/>	37,029 10
Vouchers payable		638 65
		<hr/>
Total		\$280,271 76
		<hr/> <hr/>

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1933

Interest and dividends, general purposes		\$13,813 49
Interest and dividends, special funds		1,166 31
		\$14,979 80
Total		
Less Treasurer's expenses	\$52 78	
Pensions	300 00	
		352 78
Net income		\$14,627 02
Net charge to Director		13,911 20
		\$715 82

Director's Expense Account

YEAR ENDING AUGUST 31, 1933

Maintenance and operation of plant:		
Embossing		\$5,730 41
Printing		7,410 39
Appliances		5,333 41
Stationery		361 43
Library		2,330 32
Depreciation on machinery and equipment		517 74
Salaries		2,340 00
Insurance		469 19
Miscellaneous		218 25
		\$24,711 14
Less:		
Discounts		\$32 33
Bad debts recovered		4 59
Sale of appliances		3,954 33
Sale of books, music, etc.		6,808 69
		10,799 94
Net charge to Director		\$13,911 20

HOWE MEMORIAL PRESS FUNDS, AUGUST 31, 1933

Special funds:		
Adeline A. Douglas (printing raised characters)		\$5,000 00
Harriet S. Hazeltine (printing raised characters)		2,000 00
Thomas D. Roche (publication non-sectarian books)		1,883 84
J. Pauline Schenkl (printing)		10,955 26
Deacon Stephen Stickney Fund (books, maps and charts)		5,000 00
		\$24,839 10
General funds (principal and income for general purposes):		
Beggs Fund		\$900 00
Joseph H. Center		1,000 00
Augusta Wells		10,290 00
		12,190 00
		\$37,029 10

CONTRIBUTIONS FOR THE PERKINS INSTITUTION

1932-1933

Through the Ladies' Auxiliary Society (Miss M. M. BURNELL, *Treasurer*):—

Annual subscriptions (see below)	\$553 50
Donations (see below)	487 00
Branch organizations (see below)	53 00
	\$1,093 50

ANNUAL SUBSCRIPTIONS

Amory, Mrs. William	\$25 00
Balch, Mrs. Franklin G.	10 00
Baldwin, Mrs. J. C. T.	3 00
Bigelow, Mrs. Prescott	5 00
Boykin, Mrs. M. W.	2 00
Brooks, Mr. John A.	50
Carter, Mr. and Mrs. R. B.	10 00
Chapin, Mrs. Henry B.	10 00
Clark, Mrs. Frederic S.	10 00
Clement, Mrs. Hazen	5 00
Cobb, Mrs. Charles K.	5 00
Conant, Mr. Edward D.	10 00
Damon, Mrs. J. L.	5 00
Denny, Mrs. Arthur B.	5 00
Derby, Mrs. Hasket	3 00
Dwight, Mrs. Thomas	6 00
Elms, Miss Florence G.	3 00
Emerson, Mrs. Wm.	25 00
Emmons, Mrs. R. W., 2d	50 00
Frary, Mrs. A. C.	5 00
Friedman, Mrs. Max	10 00
Friends	12 00
Frothingham, Mrs. Langdon	5 00
Grant, Judge and Mrs. Robert	5 00
Gray, Mrs. Reginald	20 00
Gross, Mr. Robert H.	25 00
Harrington, Mrs. Francis B.	3 00
Herman, Mrs. Joseph M.	5 00
Hight, Mrs. C. A.	10 00
Hooper, Miss Adeline D.	5 00
Hooper, Mrs. James R.	20 00
Kennedy, Mrs. F. L.	5 00
Ledyard, Mrs. Lewis C.	5 00
Leland, Miss Ella A.	25 00
Merrill, Mrs. L. M.	5 00
Nathan, Mrs. John	5 00
Olmsted, Mrs. J. C.	5 00
Page, Mrs. Calvin Gates	5 00
Perkins, Mr. Edward N.	10 00
Pickman, Mrs. Dudley L.	25 00
Ratshesky, Mrs. T. S.	5 00
Rice, Mr. David, Estate of Nannie R. Rice	20 00
Ross, Mrs. Waldo O.	5 00
Rowlett, Mrs. Thomas S.	2 00
Shepard, Mrs. Thomas H.	5 00
Stearns, Mr. Charles H.	5 00
Stearns, Mrs. Wm. Brackett	3 00
Stevens, Miss Alice B.	5 00
Stone, Mrs. E. P.	1 00
Thorndike, Mrs. Augustus L.	5 00
Traiser, Miss Fannie T.	5 00
Ward, Miss Anita S.	10 00
Ware, Miss Mary Lee	5 00
Warren, Mrs. Bayard	25 00
White, Mrs. E. O.	25 00
Wolcott, Mrs. Roger	10 00
Young, Mrs. B. L.	10 00
	\$553 50

DONATIONS

Bartol, Mrs. John W.	\$10 00
Birdsall, Mr. Arthur W.	5 00
Blake, Mrs. Francis (\$10 for 1932; \$5 for 1933)	15 00
Brett, Miss Anna K.	10 00
Bullens, Miss Charlotte	1 00
Churchill, Anna Quincy, M.D.	1 00
Edgar, Mrs. Charles L.	10 00
Evans, Mrs. Glendower	10 00
Frothingham, Mrs. L. A.	50 00
Greenough, Mrs. H. V.	25 00
Guild, Mrs. S. Eliot	10 00
Houghton, Miss Elizabeth G.	10 00
Hubbard, Mrs. Eliot	10 00
Iasigi, Miss Mary V.	5 00
In memory of Mrs. Harriet L. Thayer through Mrs. Henry H. Brown	5 00
Jordan Marsh Co.	2 50
Lawrence, Mrs. John	25 00
Leland, Miss Ella A.	20 00
Lowell, Miss Lucy	5 00
Lyman, Mrs. George H.	5 00
Mason, Mrs. C. E.	25 00
Merriam, Mrs. Frank	10 00
Mills, Mrs. D. T.	10 00
Monks, Mrs. George H.	20 00
Nazro, Mrs. F. H.	2 00
Parker, Miss Eleanor S.	10 00
Pfaelzer, Mrs. F. T.	10 00
Pitman, Mrs. B. F.	2 00
Prince, Mrs. Morton	10 00
Richards, Miss Alice A.	5 00
Riley, Mr. Charles E.	25 00
Rosenbaum, Mrs. Louis	3 00
Sanger, Mr. Sabin P.	2 50
Saunders, Miss Elizabeth E. In memory of her mother, Mrs. D. E. Saunders	2 00
School Public Health Child Hygiene	25 00
Second Church Sunday School	12 00
Spalding, Miss Dora N.	10 00
Storrow, Mrs. James J.	25 00
Talbot, Mrs. Thomas Palmer	2 00
Thayer, Mrs. Wm. G.	10 00
Tucker, Mrs. J. Alfred	7 00
Vickery, Mrs. Herman F.	2 00
Wadsworth, Mrs. W. Austin	10 00
Walker, Mrs. W. H.	5 00
Williams, Mrs. Arthur	3 00
Williams, Mrs. C. A.	5 00

\$487 00

BRANCH ORGANIZATIONS

Boggs, Mrs. Edwin P.	\$2 00
Caldwell, Mrs. Ellen	1 00
Churchill, Mrs. J. R.	2 00
Cushing, Miss Susan T.	2 00
Earp, Miss Emily A.	2 00
Goodale, Mrs. George L.	1 00
Jaques, Miss Helen L., Donation	10 00
Klous, Mrs. H. D.	1 00
Preston, Miss Myra C.	2 00
Thorp, Mrs. J. G.	20 00
Ware, Mrs. Arthur L., Donation	5 00
Whitcher, Mr. Frank W.	5 00

\$53 00

FORM OF BEQUEST

I hereby give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, the sum of _____ dollars (\$ _____), the same to be applied to the general uses and purposes of said corporation under the direction of its Board of Trustees; and I do hereby direct that the receipt of the Treasurer for the time being of said corporation shall be a sufficient discharge to my executors for the same.

.....

FORM OF DEVISE OF REAL ESTATE

I give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, that certain tract of real estate bounded and described as follows: —

(Here describe the real estate accurately)

with full power to sell, mortgage and convey the same free of all trusts.

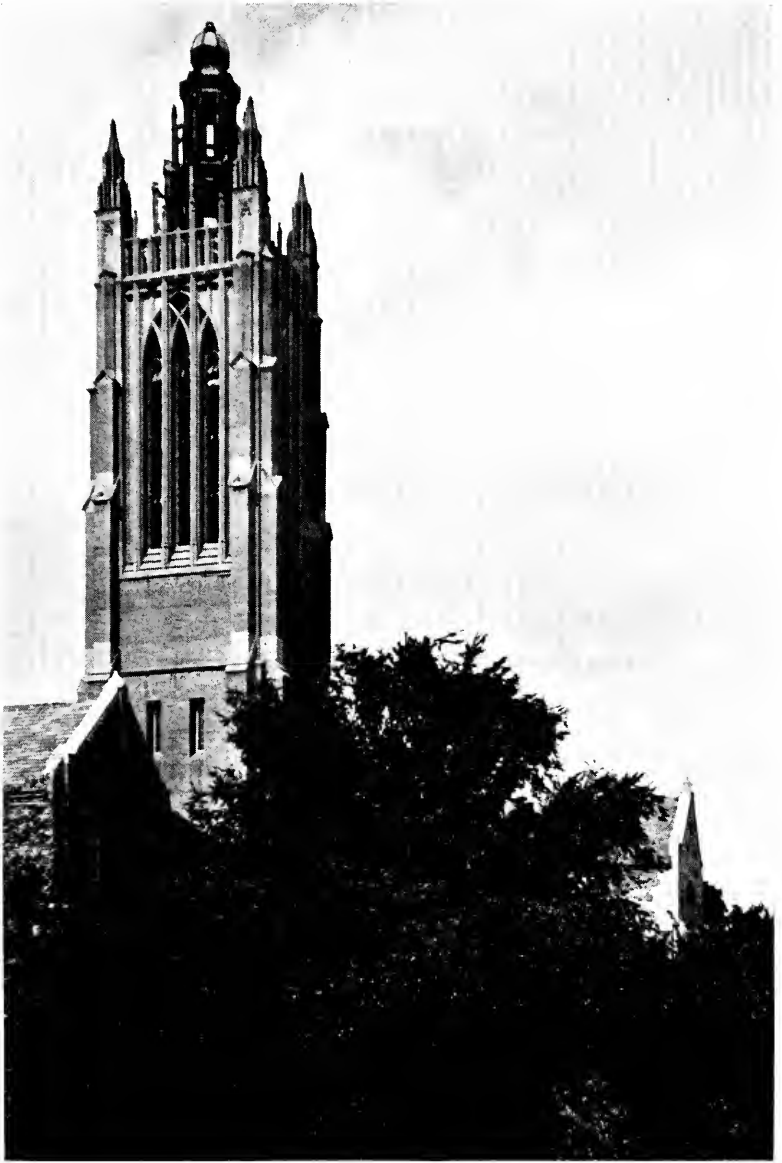
.....

NOTICE

The address of the treasurer of the corporation is as follows:

ALBERT THORNDIKE

No. 10 Post Office Square, Room 658, Boston.



THE TOWER FROM A NEW ANGLE

In the annual photographic competition conducted by the Leica Club, the tower of Perkins was the assigned subject this year. The above photograph is one of the prize winners, and we are indebted to Mr. Russell Hastings for the courtesy of reproducing it here.

One Hundred and Third
Annual Report
of
Perkins Institution
and
**Massachusetts School
for the Blind**

Incorporated March 2, 1829



1934

Offices of Administration and Schools
Watertown

THE WORKSHOP
549 E. Fourth Street
South Boston

THE SALESROOM
133 Newbury Street
Boston

HV1796

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CALENDAR

1934 - 1935

- September 10. Stated meeting of Trustees.
September 10. Faculty meeting.
September 11. Pupils return.
September 12. School begins.
September 17. Matrons' meeting (all matrons).
October 1. Executive Committee meeting.
October 3. Director's reception.
October 6. Girls' intercottage outdoor field sports.
November 5. Annual meeting of Corporation.
November 12. Faculty meeting.
November 19. Matrons' meeting (Girls' Upper School).
November 28-
December 2. Thanksgiving recess.
December 3. Stated meeting of Trustees.
December 10. Faculty meeting.
December 16. Concert at Jordan Hall, Boston.
December 17. Matrons' meeting (Boys' Upper School).
December 20. Christmas Carol Concert.
December 21-
January 2. Christmas vacation.
January 7. Executive Committee meeting.
January 14. Faculty meeting.
January 21. Matrons' meeting (all matrons).
February 4. Executive Committee meeting.
February 11. Faculty meeting.
February 12. Lincoln's Birthday celebration.
February 18. Matrons' meeting (Lower School).
February 22. Demonstration of pupils' activities.
March 4. Stated meeting of Trustees.
March 11. Faculty meeting.
March 18. Matrons' meeting (Girls' Upper School).
April 1. Executive Committee meeting.
April 8. Faculty meeting.
April 11-22. Easter vacation.
April 28. Spring concert at Boston Public Library.
April 29. Matrons' meeting (Boys' Upper School).
May 6. Executive Committee meeting.
May 13. Faculty meeting.
May 20. Matrons' meeting (all matrons).
May 30. Memorial Day (holiday).
June 3. Stated meeting of Trustees.
June 5. Girls' Musicale.
June 6. Alumnae Day.
June 10. Faculty meeting.
June 17. Girls' reception.
June 18. Boys' reception.
June 19. Commencement Exercises — school closes.
June 22. Alumni Day.
July 1. Executive Committee meeting.
September 11. Pupils return after summer vacation.

PERKINS INSTITUTION

HISTORY

IN 1826 Dr. John D. Fisher returned to Boston from Paris resolved to provide for the blind of Massachusetts the same care afforded them in France. Enlisting the aid of friends, a committee was formed and upon petition to the Legislature an Act of Incorporation was granted on March 2, 1829, establishing "The New England Asylum for the Blind," the first school for those without sight in America. In 1831 Dr. Samuel Gridley Howe, just returned from participation in the Greek wars, was elected the first director and in August, 1832, the first classes were held in the house of Dr. Howe's father on Pleasant Street.

During the early years Col. Thomas H. Perkins became interested in the little school and gave for its use his large house on Pearl Street. The need for larger quarters was soon apparent, and in 1839 the great hotel in South Boston was purchased. This purchase was made possible by the assent of Col. Perkins to the sale of the house that he had given to the school. Because of this magnanimous attitude of Col. Perkins the trustees renamed the school "Perkins Institution and Massachusetts Asylum for the Blind." This name was changed in 1877 to the present name, "Perkins Institution and Massachusetts School for the Blind."

Dr. Howe directed the growing work of Perkins Institution for forty years and was succeeded in 1876 by his Greek protégé and son-in-law, Michael Anagnos. Mr. Anagnos created the Howe Memorial Press for publishing embossed books and for the manufacture of appliances for the education of the blind. In 1887 he founded the Kindergarten in Jamaica Plain, the first school for little blind children in the world. After thirty years of leadership Mr. Anagnos died in Rumania in 1906.

In 1907 the directorship of Perkins Institution fell to Edward E. Allen, head of the school for the blind in Philadelphia, where he had just rebuilt the school plant on a garden site outside of the city. Coming to Boston, Mr. Allen began plans for a new Perkins, and in 1912 the Institution and in 1913 the Kindergarten were housed in the beautiful new plant at Watertown. These buildings, situated on an old estate of thirty-four acres on the banks of the Charles River, have school and residence facilities for nearly three hundred pupils. Dr. Allen retired in 1931. His last official act was to write the one hundredth annual report. Thus for a century Perkins Institution has had but three directors.

PURPOSE

Perkins Institution provides for the visually handicapped youth of New England full educational opportunity from Kindergarten through High School. The content of instruction corresponds with that offered to seeing boys and girls in the public schools. The methods of instruction of necessity differ. Principal differences are that embossed books take the place of ink-print, and studies are taught objectively. In the adaptation and invention of means of instructing the blind Perkins has been a pioneer through its century of existence. Much attention is paid to physical and manual training and to music. Opportunity is provided for those qualified to pursue higher studies or to take advanced work in music and vocational fields.

Boys and girls without sight or with insufficient sight to read ink-print are admitted as pupils, if capable of education and in good health. While at the school pupils reside in cottages where the teachers also live, and through this association they acquire that unconscious tuition which is such an important part of the program of socialization. The primary aim of Perkins Institution is to qualify its visually handicapped pupils to take contributory places in normal life. New pupils are admitted in September and February, and all pupils must return to their homes for the short vacations at Christmas and Easter and for the long vacation in the summer.

PAST OFFICERS

PRESIDENTS

1830-1837	1862-1869
JONATHAN PHILLIPS	SAMUEL MAY
1838-1839	1870-1871
SAMUEL APPLETON	MARTIN BRIMMER
1840-1846	1872-1897
PETER C. BROOKS	SAMUEL ELIOT
1847-1854	1898-1929
RICHARD FLETCHER	FRANCIS H. APPLETON
1855-1861	1930-
EDWARD BROOKS	ROBERT H. HALLOWELL

VICE-PRESIDENTS

1830-1834	1893-1896
WILLIAM CALHOUN	GEORGE HALE
1835-1846	1897-1911
THOMAS H. PERKINS	AMORY A. LAWRENCE
1847-1850	1912-1913
EDWARD BROOKS	N. P. HALLOWELL
1851	1914-1921
JOHN D. FISHER	GEORGE H. RICHARDS
1852-1866	1922-1929
STEPHEN FAIRBANKS	WILLIAM L. RICHARDSON
1867-1870	1930-
JOSEPH LYMAN	G. PEABODY GARDNER, JR.
1871-1892	
JOHN CUMMINGS	

TREASURERS

1830-1839	1880
RICHARD TUCKER	PATRICK T. JACKSON
1840-1846	1881-1902
PETER R. DALTON	EDWARD JACKSON
1847-1861	1903
THOMAS B. WALES	PATRICK T. JACKSON
1862-1868	1904-1916
WILLIAM CLAFLIN	WILLIAM ENDICOTT
1869-1872	1917-
WILLIAM ENDICOTT	ALBERT THORNDIKE
1873-1879	
HENRY ENDICOTT	

SECRETARIES AND DIRECTORS

1831-1876	1907-1931
SAMUEL GRIDLEY HOWE, M.D.	EDWARD E. ALLEN, D.Sc.
1876-1906	1931-
MICHAEL ANAGNOS, M.A.	GABRIEL FARRELL

OFFICERS OF THE CORPORATION

1934 - 1935

PRESIDENT

ROBERT H. HALLOWELL

VICE-PRESIDENT

G. PEABODY GARDNER, Jr.

TREASURER

ALBERT THORNDIKE

SECRETARY

GABRIEL FARRELL

BOARD OF TRUSTEES

ROGER AMORY*
MRS. RICHARD E. DANIELSON*
HENRY H. FAXON, M.D.
PAUL E. FITZPATRICK
MRS. HOMER GAGE
G. PEABODY GARDNER, Jr.

RALPH LOWELL
WARREN MOTLEY
REV. GEORGE P. O'CONOR
HON. LEVERETT SALTONSTALL
MISS ROSANNA D. THORNDIKE
MISS LUCY WRIGHT

STANDING COMMITTEES

Executive

ROBERT H. HALLOWELL, *President, ex officio*
ALBERT THORNDIKE, *Treasurer, ex officio*
GABRIEL FARRELL, *Secretary, ex officio*
RALPH LOWELL
WARREN MOTLEY
Miss LUCY WRIGHT

Finance

ALBERT THORNDIKE, *Treasurer, ex officio*
G. PEABODY GARDNER, Jr.
LEVERETT SALTONSTALL
ROGER AMORY

SUB-COMMITTEES

appointed by the Executive Committee

Education

ROBERT H. HALLOWELL
GEORGE P. O'CONOR
Miss LUCY WRIGHT

Health and Personnel

HENRY H. FAXON, M.D.
MRS. HOMER GAGE
Miss ROSANNA D. THORNDIKE

MONTHLY VISITING COMMITTEE

whose duty it is to visit and inspect the Institution at least once in each month

January	WARREN MOTLEY	July	PAUL E. FITZPATRICK
February	Miss ROSANNA D. THORNDIKE	September	HENRY H. FAXON, M.D.
March	Mrs. HOMER GAGE	October	G. PEABODY GARDNER, Jr.
April	RALPH LOWELL	November	LEVERETT SALTONSTALL
May	Miss LUCY WRIGHT	December	MRS. RICHARD E. DANIELSON
June	GEORGE P. O'CONOR		

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* Elected December 3, 1934.

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 Thorndike, Miss Rosanna D., Boston.
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 Wiggins, Charles, 2d, Dedham.
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 Wright, Miss Lucy, Cambridge.
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SYNOPSIS OF THE PROCEEDINGS OF THE ANNUAL MEETING OF THE CORPORATION

WATERTOWN, November 5, 1934.

The Annual Meeting of the Corporation, duly summoned, was held today at the Institution, and was called to order by the President, Mr. Robert H. Hollowell, at 3 P.M.

The proceedings of the last meeting were read and approved.

The annual reports of the Trustees and the Director were accepted and ordered to be printed, with the addition of other matters of general interest to the work.

The report of the Treasurer was presented, accepted and ordered to be printed, together with the certificate of the Certified Public Accountant. On the recommendation of the Finance Committee, the appointment of John Montgomery, Certified Public Accountant, as auditor of the accounts of the Institution, was confirmed.

Voted, That acts and expenditures, made and authorized by the Board of Trustees, or by any committee appointed by said Board of Trustees, during the last corporate year, be and are hereby ratified and confirmed.

The Corporation then proceeded to the choice of officers for the ensuing year, and the following persons were unanimously elected by ballot: President, Robert H. Hollowell; Vice-President, G. Peabody Gardner, Jr.; Treasurer, Albert Thorndike; Secretary, Gabriel Farrell; Trustees, Paul E. Fitzpatrick, G. Peabody Gardner, Jr., Ralph Lowell, Warren Motley, Leverett Saltonstall, Miss Rosanna D. Thorndike.

The following persons were unanimously elected to membership in the Corporation:

Mr. Arthur Adams, Dover.
Hon. Frank G. Allen, Norwood.
Mr. Philip R. Allen, East Walpole.
Mr. Nelson S. Bartlett, Wellesley.
Mrs. Nelson S. Bartlett, Wellesley.
Mrs. William Bayne, 3d, Dedham.
Mr. Charles Boyden, Dedham.
Mrs. Charles Boyden, Dedham.
Mrs. Frank C. Brown, Boston.
Mr. John P. Chase, Canton.
Mr. Robert B. Choate, Boston.
Mr. Henry T. Claus, Melrose.
Dr. James B. Conant, Cambridge.
Mr. Edward Cunningham, Dedham.
Mrs. Edward Cunningham, Dedham.
Mr. Richard E. Danielson, Groton.
Mrs. Richard E. Danielson, Groton.
Mrs. George D. Dutton, Walpole.
Mrs. Robert W. Emmons, Boston.
Mr. J. Wells Farley, Needham.
Mrs. Reginald Foster, Boston.
Miss M. Eunice French, Providence,
R. I.
Miss Mabel C. Gage, Worcester.
Mrs. William Tudor Gardiner, Boston.
Mr. Malcolm W. Greenough, Boston.

Mr. Richard P. Hollowell, 2d, Chestnut Hill.
Mr. Robert H. Hollowell, Jr., Dedham.
Mrs. Robert H. Hollowell, Jr., Dedham.
Miss Lydia Y. Hayes, Newark, N. J.
Mrs. Robert F. Herrick, Boston.
Mr. Christian A. Herter, Boston.
Mrs. Lester DeC. Hinds, Boston.
Dean Henry W. Holmes, Cambridge.
Mr. James R. Hunt, Jr., Chestnut Hill.
Mr. James Jackson, Westwood.
Mrs. James Jackson, Westwood.
Rev. Frederick C. Lawrence, Cambridge.
Rev. Ashley D. Leavitt, Brookline.
Mr. Charles W. Lindsay, Montreal,
Canada.
Miss Eleanor Lovett, Brookline.
Mrs. Arthur T. Lyman, Westwood.
Mr. Charles E. Mason, Jr., Boston.
Rev. Boynton Merrill, West Newton.
Rev. G. Gardner Monks, Lenox.
Rev. Phillips E. Osgood, Boston.
Mr. William A. Parker, Boston.
Mrs. Charles B. Perkins, Jamaica Plain.
Rev. Palfrey Perkins, Boston.
Mr. Thomas Nelson Perkins, Westwood.

Mrs. Thomas Nelson Perkins, Westwood.
Mrs. Dwight Priest, Worcester.
Mr. Robert M. Prouty, Hingham.
Mrs. Robert M. Prouty, Hingham.
Mrs. Louis Rosenbaum, Boston.
Mrs. George S. Selfridge, Boston.
Mrs. William S. Sims, Boston.
Mrs. William G. Snow, Newton Centre.
Mr. William D. Sohler, Boston.
Miss Lenna D. Swinerton, Watertown.
Mrs. Edward Taft, Boston.

Mrs. Malcolm Taylor, Brookline.
Mr. Philip Theopold, Dedham.
Mrs. H. L. Tibbetts, Worcester.
Mr. Francis B. Todd, Milton.
Miss Bertha H. Vaughan, Cambridge.
Miss Marian DeC. Ward, Milton.
Dean Henry B. Washburn, Cambridge.
Mrs. Mary L. Washburn, Leominster.
Mr. Edward C. Wheeler, Boston.
Mrs. Charles Wiggins, 2d, Dedham.
Mr. Moses Williams, Jr., Boston.

A letter of resignation from membership in the Corporation from Mrs. George T. Putnam was read, and it was

Voted, To lay the matter on the table.

The small attendance at the meetings of the Corporation was discussed and it was suggested that a meeting in the spring might be more largely attended. It was also suggested that the Ladies Visiting Committee serve tea after the meeting and that a demonstration of school work be part of the program. After discussion it was

Voted, That the President appoint a committee of five, with power to add to its membership, to plan a definite program of interest for a meeting of the Corporation.

The Secretary explained the new policy of the Deaf-Blind Department and spoke of the splendid Harvard Class here this year. The new Personnel Department was described, and mention was made of hospitalization that is afforded the pupils and of the new specialists now on the staff of the Health Department.

The meeting was then dissolved.

GABRIEL FARRELL,
Secretary.

RETIREMENT OF MR. ENDICOTT.

On October 9, 1934, Mr. William Endicott forwarded a letter to your President, requesting that he not be re-elected to the Board of Trustees at the annual meeting of the Corporation. Every report of the Perkins Institution since 1869 has included the name of William Endicott. In that year the father of the present Mr. Endicott became a member of the Corporation. He served as Treasurer from 1869 to 1873; member of the Board of Trustees, 1888-1911; chairman of the Board, 1909-1911; member of the Finance Committee, 1888-1911; member of the Building Committee, 1908-1912. He died in 1915.

His son, William Endicott, became a member of the Corporation in 1904; served as Treasurer, 1904-1917; member of the Board of Trustees, 1917-1934; member of the Finance Committee, 1922-1934.

Few institutions can boast such devoted service from father and son.

Action on Mr. Endicott's letter will be taken at the next meeting of the Board. It will not ask him to reconsider his decision, realizing he has served the Institution long and faithfully. The Board also realizes it will be a difficult, if not impossible, task to elect a successor of his ability.

ROBERT H. HALLOWELL,
President.

REPORT OF THE TRUSTEES

OCTOBER 19, 1934.

To the Members of the Corporation.

Your Board of Trustees submits, herewith, its annual report, which is followed by the report of the Director, which gives in detail the work accomplished during the year; the reports of the heads of the various departments and the Treasurer's report.

Last year we called your attention to the trying financial times we are passing through, which have affected us as they have every corporation. At the beginning of the year a careful budget was prepared which permitted the operation of the school without curtailing any of its essential activities. This budget we believed would fall within our income, and that has proved to be correct. Each department was rigidly supervised from month to month to see that its expenses did not exceed the amount allotted to it, and we are happy in being able to report that, taken as a whole, we ended the year without a deficit. Some departments ran slightly over, others slightly under.

The only department to show any considerable excess of expenses over receipts is the Workshop. We again call your attention to it. It is not the intention of the Board to operate the Workshop at South Boston as a money-making endeavor, but to demonstrate the work of which blind people are capable and to provide employment for a limited number of blind men and women. During the year the standard of work has been fully maintained, but it is distressing that the department cannot make both ends meet. Its future is in doubt. We urge every member of the Corporation to see if he or she cannot give the Workshop at least one piece of work a year. Making over mattresses and pillows, recaning chairs, restringing tennis racquets, are some items in which blind workers excel. The Perkins truck will call for whatever you have and make deliveries upon completion.

During the year your Board made a careful study of various retirement plans. For many years pensions have been given to those of the staff who reached the retirement age. Each pension required a vote of the Board, and the amount so voted depended upon the circumstances of each individual, — years of service, salary, etc. This plan has worked satisfactorily, although the Board has realized its permanency could not be guaranteed, as the time might come when the funds of the Institution would not permit the granting of further pensions. This possibility naturally creates a feeling of inse-

curity among those of the staff approaching retirement age, as well as among the younger members.

We are glad to report that a plan insuring a permanent basis for retirement has been adopted, and one that meets with the hearty approval of our staff. Details of this plan are embodied in the report of the Director, and it is a great satisfaction to know that each of our faithful teachers will henceforth be assured of a suitable life income upon retirement.

On September 10, 1934, Mrs. George T. Putnam resigned from the Board of Trustees. Mrs. Putnam became a member of the Corporation in 1922, and on October 11 of that year was elected to the Board of Trustees. She served on the Executive Committee, 1930-1933, and on the Ladies' Visiting Committee to the Kindergarten, 1922-1934. Her unbounded sympathy for the blind, her complete understanding of their problems, coupled with a tireless energy, made her a very valuable member of the Board. Her resignation was accepted with deep regret.

DEATH OF MEMBERS OF THE CORPORATION

Mrs. Helen Burrage, widow of John W. Carter; George H. Ellis; Robert Homans; Judge James Arnold Lowell, member of the Board of Trustees, 1908-1927; William T. Macurdy; Mrs. Pauline R., widow of Nathaniel Thayer.

Respectfully submitted,

ROBERT H. HALLOWELL,

President.

WILLIAM ENDICOTT,
PAUL E. FITZPATRICK,
G. PEABODY GARDNER, JR.,
RALPH LOWELL,
WARREN MOTLEY,
LEVERETT SALTONSTALL,
MISS ROSANNA D. THORNDIKE,

Trustees in behalf of the Corporation.

DR. HENRY H. FAXON,
MRS. HOMER GAGE,
REV. GEORGE P. O'CONNOR,
MISS LUCY WRIGHT,

Trustees in behalf of the Commonwealth.

THE REPORT OF THE DIRECTOR

NOVEMBER 5, 1934.

To the Trustees.

While the one hundred and second year of the Perkins Institution, from a fiscal point of view, started September 1, 1933, activity did not begin until the day after Labor Day, when the matrons and domestic help returned to open the cottages for the influx of teachers and pupils on Tuesday, September 12. On that evening the full staff assembled for the annual opening meeting, with address by the Director, and the following morning the Upper School gathered for the first chapel exercises and the new year was fully under way.

The School opened with two hundred and seventy-six pupils coming from the following states and countries: Massachusetts, one hundred and seventy-nine; Maine, twenty-eight; New Hampshire, eleven; Vermont, sixteen; Rhode Island, thirty-one; New Jersey, three; Missouri, one; South Dakota, one; Canada, one; Puerto Rico, one; Greece, two; Japan, two. This number increased to two hundred and eighty, with an average pupilage for the year of two hundred and seventy. Thirty-nine new pupils were admitted during the school year, while sixty were discharged during the same period.

At the graduation exercises on June 21, ten boys and five girls received diplomas marking completion of the work of the Upper School, and three pupils received certificates for special subjects. Eight girls were awarded the grammar school diploma marking the completion of the ninth grade. This is the last time that these diplomas will be granted, for next year the Upper School will be divided into junior and senior high schools. To take the place of these diplomas, recognition has been given to the completion of the Lower School work and the transfer to the Upper School. At exercises for the Lower School on Graduation Day, certificates, especially embossed by the Howe Memorial Press, were awarded to fifteen boys and girls.

The opening of school found quite a number of new workers on the staff. Several of the older members had been retired with pensions, while others had found work elsewhere. Mrs. Emma H. McCraith and Miss Ethel M. Goodwin, who have been assistant matrons in the kindergarten cottages, took the places of Miss Nettie B. Vose and Miss Cornelia M. Loring, whose long years of service made their retirement a great loss. Miss Erine Person continues as assistant in Anagnos, while Miss Rose Saladino, a graduate of Perkins, is the assistant at Bradlee Cottage. Mrs. Mildred T. Darte

continued as matron of Potter and had as her assistant Miss Mary E. Stevens, who came in June and was at Camp Allen during the summer. Mrs. Carrie C. Rogers, for several years matron at Glover, was transferred to Fisher Cottage, taking the place of Mrs. Cora L. Gleason, who had retired. The matron of Glover was Mrs. Elsa B. Martz, a graduate of the University of Chicago, while Miss Gussie S. Langdon continued as assistant. Mrs. Minnie E. White, who was assistant at Potter, a graduate of the Harvard Course, and who has studied household economics at Columbia University, took up her duties as Nutritionist, and has charge of the preparation of all food in the four cottages of the Lower School. During the winter Mrs. Minnie D. Hutton, matron of Brooks Cottage, was ill, and her work was carried on by Mrs. Jennie H. Huckins, formerly of Potter Cottage.

New teachers in the Lower School were Miss Helen G. Smith, a graduate of the University of South Dakota and of last year's Harvard Class, in the boys' primary; Mrs. Jessie W. Mayshark, who had been principal of a primary school in Belmont, in charge of the special class; Miss Martha P. Adams, a graduate of the Arnold College of Physical Education and also of last year's Harvard Class, in charge of recreation. Mr. Edward J. Waterhouse, a graduate of the University of Cambridge, England, resided at Potter Cottage, acting as master while performing duties as teacher in the Boys' Upper School.

In the Girls' Upper School new teachers were Miss Miriam F. Hoard, a graduate of Mount Holyoke College and of last year's Harvard Class, who took up part of Miss Julia E. Burnham's work and other duties; and Miss Helen Louise Nass, a graduate of the Sargent School, in charge of Physical Education, taking the work of Miss Mary H. Ferguson, who became head of the new Commercial Department under the departmental plan for the senior high school. Miss Sharlie M. Chandler was transferred from the Lower School to the Manual Training Department of the Girls' Upper School.

In the Boys' Upper School Mr. Frank C. Campbell, who received his master's degree in manual arts at Columbia University in June, took up work in the Industrial Department. Mr. Edward W. Jenkins, who was graduated from Perkins and the New England Conservatory of Music, and who studied at Fontainebleau, France, took up part-time work in the Department of Music, continuing to hold his position as a member of the junior faculty of the New England Conservatory, where he teaches harmony and counterpoint.

Other new members of the staff were Miss Thelma E. Peirce, a graduate of the Sargent School and of the course in physiotherapy at the Children's Hospital, who replaced Miss Lenna D. Swinerton

as physiotherapist, and Miss Mabel J. Pottinger, a graduate of Mount Holyoke College and of last year's Harvard Class, who gave half time as psychometrist. Mr. Charles Simons took charge of the sales department of the Howe Memorial Press at Newbury Street. The addition of Mr. Jenkins and Mr. Simons to the staff makes eight positions which have been filled by Perkins graduates in the last three years, and is evidence of our policy to use our own people whenever possible.

More Time for Recreation and Rest

With the opening of school a new time schedule, planned by a committee of the faculty, went into effect, although it was modified somewhat on the girls' side of the Upper School. Except for the change in time schedule the Upper School operated along the same lines as formerly, with some slight shaping toward our contemplated plan of junior and senior high, chief of which were the formation of the Commercial Department on the girls' side and the enlargement of the Industrial Department on the boys' side. The new time schedule gave more time for recreation, and during the year all of the pupils in the Upper School were out of doors for an hour after lunch, while most of the pupils in the Lower School spent this time in rest.

The Lower School has been conducted this year according to the principles of progressive education following the changes announced a year ago, which were put into effect with very happy results. The pupils showed a new interest in working out their projects, and the teachers found value in co-ordinating the subjects in a unit. A full account of the activities of the Lower School will be found on another page in the report written at the special request of the Director by Miss Harriet A. Ellis, head of the lower branch of the Cambridge School, a private progressive school in that city. Miss Ellis has acted as adviser to the Lower School this past year and has been of infinite help in planning the projects and advising the teachers.

Fun to be Indians

Mention must be made here, however, of the fine spirit developed in the Lower School by the many new activities. The chapel exercises, planned by Miss Thayer and Mr. Andrews, were of unusual interest because of pupil participation. Of the ninety-four assemblies, fifty-two were conducted entirely by boys and girls. Throughout the year many original plays planned by the various units were given at these exercises, and of the one hundred and thirteen children all but twenty-three (mostly in the kindergarten) had parts in the

assembly programs. In addition to the plays there were special programs at all holidays, reports on visits to places of interest, and talks pertaining to the units. Much could be written about units. It was a joy to see how much "fun" the kindergarten children had in being Indians, the fine spirit in which the Pilgrim project was carried out, the skill revealed through the jungle unit, and the ingenuity and venture of the transportation group which carried them from the dug-out canoe to an actual flight in an airplane with money which the boys themselves earned through their poultry business. A new venture in self-expression came through the introduction of finger painting by Miss Janet H. Cairns of the Harvard Class. Miss Cairns carried on an interesting experiment, which proved that finger painting makes a unique medium through which children without sight are able to express creative ideas. It provides an activity which calls into play the larger muscles and has the added value of enabling blind children to do something which previously they thought they could not do. These activities, with the provision for more rest, added recreation and well-planned food, made the year an eventful one in the Lower School. For the success of the year much credit is due to Mr. Andrews' careful planning and the fine co-operation of the teachers and matrons.

Boys Win All Track Meets

The athletic activities of the schools go on each year with a certain routine but with unceasing enthusiasm. During the clear afternoons of the fall the boys gathered on the athletic field for the annual series of intercottage football games, which was won this year by Tompkins Cottage, and the season concluded with the banquet to the winners. The girls' outdoor games culminated in the Field Day on Thursday, October 12, with Oliver Cottage victorious. Throughout the winter and spring classes were held in the gymnasium for boys and girls, and the swimming pool added its share to the program for sound bodies. The girls had a number of spring athletic activities supplemented by a definite program of sun baths. The boys participated in and won three track meets. On May 12 they defeated Overbrook and Connecticut in a meet held at Bristol, Connecticut; on May 19 Perkins won over New York on the home field; and on May 26 the team went to Baltimore where it won a triangular meet with Overlea and West Virginia. The trip to Baltimore was supplemented by a visit to Washington and other historic places on the motor trip there and back.

Social events added pleasure to the year's program. The Hal-lowe'en and Christmas parties were as delightful as ever. Sunday evenings at the Director's House are now an accepted institution,



Prize Lettuce raised by Primary Boys



The Spring Circus at the Kindergarten

WORK AND PLAY AT THE LOWER SCHOOL



and provide opportunity to hear several stimulating people. The dramatic department of the boys' side contributed several evenings of short plays, culminating in the annual production. The selection for this year was Oliver Goldsmith's comedy, "She Stoops to Conquer," which was presented before large audiences on Friday and Saturday, March 16 and 17. Many recitals and speakers, including all of the clergy of Watertown during Lent, were heard throughout the year.

Music — An Avenue of Self-Expression

The annual Christmas concerts were held as usual in Jordan Hall, Boston, on Sunday afternoon, December 17, and at Dwight Hall on the following Thursday evening. Instead of an independent spring concert the Perkins Chorus participated in a musical festival held in Symphony Hall on Sunday, May 13, under the direction of the American Choral and Festival Alliance. The work of our pupils won a round of fine praise, and one of the managers of Symphony Hall declared our singing to be the best that he had ever heard in that home of good music. During the year the chorus has learned many new pieces, both for performance in concerts and for chapel use. The Girls' Glee Club has had an active season. The concert given in the High School Auditorium at Pittsfield, November 3, was most important because it marked the first time that a group of our singers has gone so far afield.

Musical activities are now under the full direction of Mr. John F. Hartwell, for many years organist and in charge of stereotyping. Mr. Hartwell has taken over the duties of the late Mr. Gardiner, and is maintaining the high standard of music at Perkins. While music constitutes the chief medium of artistic expression among the blind, care must be exercised not to over-emphasize this branch of study. The fallacy that because a person is blind he is musical must be avoided. Pupils with genuine ability should be given every opportunity to have their talent developed, but the danger of giving blind children of mediocre ability the illusion that they can become great musicians must be guarded against. For their own protection, and to eliminate waste through too much musical training, those without talent must be weeded out by the use of tests and other ways of measuring musical aptitude. In these days, when many with unexcelled training are without opportunity to utilize their talent, those without ability must realize that they will have little chance to make music a vocation. Enough instruction should be given, however, to make music an avocation which will be of value in leisure time.

A new branch of musical expression at Perkins this past year, and one which has not yet won the full recognition of the Department

of Music, has been the formation of orchestras among the boys in both the Upper and Lower Schools. With instruments which they have acquired or made, the boys have met by themselves and have practiced until they have become acceptably proficient in the type of music which this form of orchestra plays. While the type of music may be questioned from a classical viewpoint, it nevertheless represents a cross section of present-day life, and it is the kind of music that opens opportunity for employment as well as the character of music which will give solace in leisure time. From the point of view of progressive education the formation of these groups is approved as a creative project, bringing out individual talent and providing opportunity for self-expression. The fact that these groups have been formed and carried on by the boys themselves as free-time activity increases their value.

This activity reflects a new interest in the smaller instruments of the orchestra, and recognizing need for guidance the department is now offering instruction in string and wind instruments. It would seem as if this were advisable because it will give skills in musical expression that may be carried over into adult life, for it is a fact that a large proportion of our pupils will not have pianos and certainly not organs for recreational use after leaving school. Of course there is the danger of abusing these skills with small instruments to the degradation of street playing. But is not that a challenge to educators of the blind to build sufficient character to lift their pupils above mendicancy?

Teas for Teachers

While the teachers have to a degree shared in the social and musical events described above, a conscious attempt has been made this year to provide a certain amount of intellectual and social activity for the staff as a whole. While there has been a fine spirit of cooperation during the year, there is always the danger of each one becoming so absorbed in his own special field that he loses sight of others. One price which we pay for the recognized benefits of the cottage system is the separation of the staff into small groups. To counteract this separation planned provision must be made to bring all together. The note for such unity is always struck at the meeting of the staff on the night before the opening of school, when the Director discusses the plans for the year. Intellectual stimulation was provided in a course, *The Changing School*, given by Miss Marion E. Remon. This was a regular course offered by the Boston University Extension Department, but because forty members of our staff enrolled, lectures were given at Perkins rather than in Boston. In addition to this course twenty teachers took other

courses pertaining to their work during the year. The regular teachers' meetings were held on the second Monday of each month, and this year speakers on problems of physical and mental health addressed the faculty at alternate meetings. Throughout the year the Director held regular monthly meetings with the matrons, and weekly conferences with heads of departments. Social activity began with the reception at the Director's house on Wednesday evening, November 8. On February 28, a costume party for the teachers was held in Dwight Hall. During the winter a number of the teachers met at the Director's house on several evenings for instruction in contract bridge. In the spring, tea served for members of the staff on Wednesday afternoons at the Director's house by Mrs. Farrell proved a welcome time for social relaxation.

Tests for Pupils

Because of the importance of good health several developments have been made in the personnel and in the program of the Department of Health. At the beginning of the school year supervision of the physical well-being of the pupils was placed in charge of Dr. Robert S. Palmer, assisted by Miss Mack, the resident nurse. Specialists in several fields were added to the staff as consultants. Dr. Palmer and the consultants are all members of the staff of the Massachusetts General Hospital, where our pupils go for hospitalization and clinical care. In this way a close relationship between the health program at the school and at the hospital where care is given is maintained. A somewhat similar co-operation in the dental work has been effected through the selection of Dr. Mark D. Elliott of the Forsyth Dental Infirmary as dentist for the Upper School. Under this arrangement the dental facilities for children at the Forsyth Infirmary are available for our pupils. The next step in this co-operative plan for health will be in the care of the eyes of the pupils. Beginning the coming year this branch of our health work will be in charge of Dr. Trygve Gundersen, who is a member of the staff of the Massachusetts Eye and Ear Infirmary and of the Howe Laboratory of Ophthalmology. Under his direction we plan to carry out every possible measure which will help the visual defects of our pupils.

In the new program of health emphasis is placed primarily on prevention. To safeguard from disease many tests and inoculations have been administered. Through the co-operation of the Chadwick Clinic of the State Board of Health tests for tuberculosis were given to pupils and X rays were taken of eighty reactors, with but one suspected case, a pupil from Japan. A record of her condition and advice for treatment were sent to the local authorities upon her

return home this summer. At the same time Dick tests for scarlet fever were given, and earlier in the year all pupils were immunized against diphtheria. It is planned to make these tests required for admission, and through them it is hoped to reduce the incidence of sickness. That preventive measures have helped is proved by the fact that in a year when chicken pox and measles have been prevalent we have had but one case of each among the pupils. Two members of the staff had chicken pox.

Weight Gain Nearly a Ton

Both the physician and the dentists have prescribed diets for special cases, and in addition careful attention has been paid to secure balanced menus for all food served. This attention to right feeding has increased the cost of food this year, but we feel that the additional expense has been justified. Early in the year a special class of underweight children was formed, and practically all were brought up to proper weights through special feeding. In fact, the whole school showed a net gain of weight for the school year of slightly under one ton. Dr. Palmer made careful physical examinations of all pupils twice during the year, and saw others as necessity required. Dr. Elliott made two dental surveys of the whole school, charting the teeth of all pupils. Mr. Norman Fradd of Harvard took another series of posture silhouettes of all pupils for comparison with those of last year. Comparative studies revealed that our pupils as a whole rated higher than Harvard freshmen, but lower than one or two private schools which had been tested. To help secure better posture the physiotherapists held a posture week, with interesting meetings, and formed a club of those needing special attention, called "The Merry Sit-Up Club."

As Many Superior as Retarded

In addition to the physical examinations, many tests of mental ability were administered. At the beginning of the year the thirty-five new pupils were given the Hayes-Binet tests. Four rated over 110. Three were found to rate below 70, but two of these were French Canadians with language difficulty. In the whole school only ten have mental ratings below 70. It is of interest to note that there are in Perkins as many children classed as superior as there are retarded. This wide variation of mental range complicates the process of group instruction.

The Department of Personnel made several psychological studies. One of these concerned over-age in the Upper School. Another considered the problem of all pupils three years or more retarded. The

latter was made at the request of the Department of Education, as it was conducting a similar study in all schools in the Commonwealth. A third study was of the pupils with I. Q.'s below 90 who have left Perkins within the last five years. The results are not very encouraging, but perhaps this is to be expected when we consider the economic state of the world today and the tremendous unemployment among those not handicapped.

Of the fourteen girls within this group, one is working gainfully, one is at the State School at Wrentham, and twelve are at home. Of the twenty-seven boys, one is living on relief, three are at the Experimental Shop in Boston (a trade school for blind boys), two are in public institutions, while twenty-one are living at home without employment. One is married. None has ever held a job very long. In reading this it must be remembered that this group comprises but a small part of those who have left Perkins during these five years. Others with higher mental ability have made a better record. The aim of this study was to find out to what extent those of low mental ability are utilizing their schooling, and to serve as a guide in determining a program for the mentally handicapped who are blind.

Another piece of research was a study of the amount of reading done by pupils of low mental ability after they had left Perkins. This is of such timely interest that it is being printed in full, and may be found on page 56 of this annual report.

Skills and Achievement

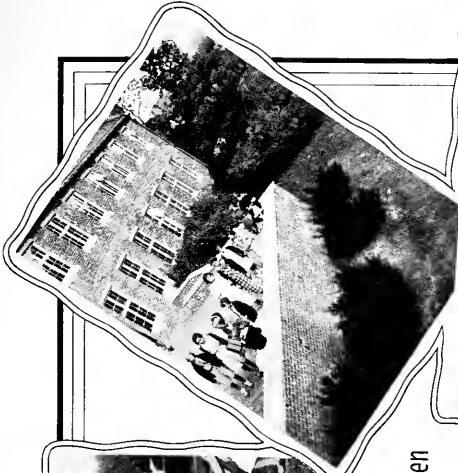
The purpose of all the tests was not only to assist in the formation of programs for individual pupils, but also to guide in the program of reorganization of the school. On the basis of these studies conferences were held with the principals which led to extensive plans for the Upper School next year. The aim is to attain for the whole Upper School a well-correlated program of study which will lead to the development of skills in the pupils and permit the teachers a larger opportunity to strengthen to the utmost the widely varying abilities of the pupils. There will be a uniform time schedule and an interchange of teachers between the boys' and girls' schools. The contemplated changes will carry to completion the plans described in the last annual report. The Upper School will be completely organized next year as junior and senior high schools, with the five departments in the senior high, — general, college preparatory, music, industrial and commercial. As Miss Simonds, Principal of the Girls' School, is to be away on leave of absence next year, the whole Upper School will be under the direction of Mr. Andrews, Principal of the Boys' School, assisted by Miss Ferguson, who will act as supervisor of girls.

Several special industrial courses were held during the past year. Chief in interest was the course in gardening conducted by Mr. Coon, Superintendent of Grounds, assisted by Mr. Ellsworth on the farm. The first class, held a year ago, found upon harvesting its crops last fall that over thirteen tons of vegetables valued at over a thousand dollars were raised by the six boys. More important than the harvest is the opportunity for success that this course opens to those who have failed in regular school work. This point is illustrated by a boy who was a member of that class. Two years before, this lad accomplished all that he could in the Literary Department. Then he was transferred to the Industrial Department, but here he showed little aptitude for shop work. Formerly he would have been dropped as a failure, but he was given a chance in the farming course. Here the boy was so successful that he won the medal awarded by the Massachusetts Horticultural Society for the best garden. Again, more important than the crops raised or the medal won is the fact that this boy left Perkins with a sense of achievement rather than of failure, and he has found a field where his special ability brings results.

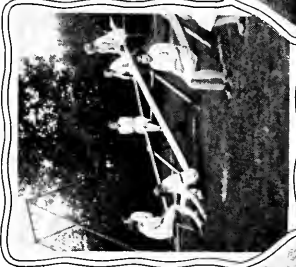
Another new course was that in automobile mechanics, taught on part time by Mr. Abraham of the building department. This course not only proved of value to the four boys enrolled, but it revealed an excellent teacher in Mr. Abraham, who will work in the Manual Training Department on full time next year. Mr. Mabey's industrial class began the year in its new room, the former carpenter shop, which facilitated its work. One of the special projects of this class was the building and upholstering of stuffed chairs for the cottages. The boys from the Lower School came to Howe Building for instruction in this department, and made good progress under the direction of Miss Herfurth and Mr. Campbell. Among the tasks which especially interested them were the assembling of leather belts and the making of articles in connection with their projects. Another course which is growing in importance and opportunity is the work in poultry raising, under the excellent guidance of Mr. Gibson.

Engaged by Red Cross

On the girls' side special progress was made in building up the Commercial Department. With the appointment a year ago of Miss Ferguson as head of the department, emphasis was placed upon ediphone work and the use of the braille short-hand machine. Among the students of this department was a graduate of Perkins, who did such good work that she has been engaged by the Red Cross of Boston and will begin work with them in the fall. Another graduate is employed in the administrative office of Perkins as an edi-



1 Fisher Door-way Garden

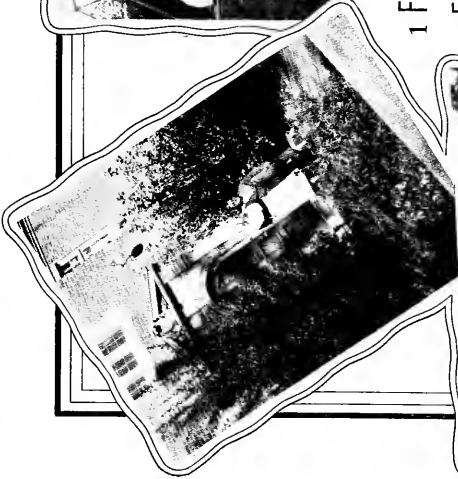


2 Enjoying See-saws *and* Swings

3 New Glover Play Terrace

4 Walk in School Garden

5 Work on the School Farm





phone operator. The account of these courses shows the progress that has been made this year toward the formation of the special departments, and the realization of our aim to teach pupils any occupation for which ability is shown and interest expressed.

Out of the Dark Silence

The Deaf-Blind Department has passed through its formative period to a fixed policy. Since the department has been established many requests for the admission of doubly handicapped children have been received from all parts of the country. In the past the acceptance of such children frequently placed the responsibility for their care upon Perkins for a long period of time. It has, therefore, been decided that hereafter the department will admit such pupils for one year only and on condition that each child is accompanied by a competent teacher who is pledged to carry on the child's education after the year at Perkins. It is our experience that after one year of instruction of pupil and teacher the work can be carried on within the state from which the child comes, under the guidance of the authorities of either the school for the blind or for the deaf. Under this plan we are admitting for next year two pupils, — Helen Siefert from Bridgeport, Nebraska, with Miss Margaret Hoshor as teacher, and Carmella Otero of Newark, New Jersey, with Miss Ruth L. Keyes as teacher.

A second part of the policy of this department is to invite teachers of deaf-blind children in other schools to come to Perkins for a period of study and observation. To make it possible for these teachers to be away during school term Perkins has engaged Miss Ruth Stackpole to be exchange teacher and to carry on the work of the teacher visiting here. Miss Stackpole has completed the Harvard Course, with special work in our Deaf-Blind Department, and has also completed the Normal Course at the Clarke School for the Deaf. Under this plan Miss Stackpole, during the coming year, will be in residence at the Virginia School for the Deaf and Blind, the Michigan School for the Blind, and the Minnesota School for the Deaf while their teachers of doubly handicapped children are in residence at Perkins.

During the year progress has been made with the several pupils now enrolled in the department. "Tad" Chapman has begun high school work and has taken up the study of Latin with interest and accomplishment. Leonard Dowdy has grown in body and mind, and now has a vocabulary of over four hundred words. At the convention of the American Association of Instructors for the Blind, held in St. Louis in June, Leonard gave a demonstration of his achievements under the direction of Miss Hall which astounded all

present. For next year new rooms have been assigned to the department, which will give more space for the growing school work. The boys are to live together in one of the cottages to see if they will gain the companionship with one another that they do not secure from the other boys. If this experiment proves successful it may point the way to a separate house for this department, to be used for residence and instruction. Such a building should have wooden floors, so that through vibration the pupils may have what has been called the "companionship of footsteps." As the centenary of the coming of Laura Bridgman to Perkins occurs in 1937, that might be an appropriate time to dedicate a separate school for the doubly handicapped as a part of the Perkins Institution.

Books of the Year

Heading the list of new publications and following appropriately after reference to the Deaf-Blind Department is the booklet "Perkins Institution and Its Deaf-Blind Pupils," written by Miss Anna Gardner Fish, Registrar of Perkins. Miss Fish begins with the story of Laura Bridgman, who came in 1837, and continues with accounts of all those doubly handicapped who have been at Perkins since that time, including the pupils of the present department. The preparation of this volume called for a discriminating study of the voluminous records of all the cases involved, and the facts culled from these reports have been related in an absorbingly interesting way. This booklet is not only an adequate record of the past, but will stand as the foundation upon which progress must be built. It is also available in braille.

"The Perkins Goat" began its career January 1, as a publication of the boys' high school, with contributions from the girls. Conducted by a student board of editors, it kept a high standard throughout the year and has found a place among publications of similar nature conducted by other schools. Another publication for the benefit of pupils, but not edited by them, is "My Weekly Reader," reproduced in braille by the American Printing House for the Blind. For some time our Primary Department has wanted this valuable ink print paper in braille, and in order to make it available for other schools Perkins entered into an arrangement with the Printing House for its publication by them, agreeing to underwrite the cost until enough subscriptions are obtained to make it self-sustaining. Other publications of Perkins have been a new library catalogue in braille and ink print; a pamphlet entitled "Christmas Around the World," containing stories told in chapel by foreign students at Christmas time; "The Lantern," which has been published four times, with the last two issues put into braille and mailed

to former students. Many letters have testified to the happiness derived from this contact with Perkins.

Mention must be made of the publication by the MacMillan Company of the revision of Dr. Harry Best's book under the title "Blindness and the Blind in the United States." The revision of this invaluable book was a centenary project of the three pioneer schools, and it is a satisfaction to have this standard work on blindness available to all interested. All workers among the blind must be indebted to Dr. Best for his painstaking and masterly handling of this difficult subject.

Perkins and the World

It seems at times as if every one in the world who has anything the matter with his eyes writes to Perkins Institution for advice or help. It is astounding from how many countries letters are received almost daily and how far-reaching our influence is. As an illustration of variety, four letters were received in the mail in one day, — a letter from Turkey, asking for violin music in braille; one from California, asking for information about the prevention of blindness, because "my eyesight is very poor;" one from Georgia, offering to sell us the patents for a wire device to apply to children's arms as a new vocation for the blind; another from nearer home, asking us to put into braille a letter addressed to a blind and deaf relative ordering him to leave their home, every effort to convey this message by speech or handwriting having failed. Letters come to us not only from individuals but also from institutions. Hardly a week passes but we share equipment or experience with some foreign school. In all of these schools are many who constantly look to Perkins for guidance, and the affection which these people feel for us is reflected in the following quotation from a letter received from South America not long ago: "I remember all days of my life at Perkins Institution as my dear home. . . . I am a lover pupil of Harvard Class. I am a son of Perkins!"

In the same spirit there is a constant flow of visitors. Nearly all of the surrounding colleges and training schools send their classes here to visit. They are shown about by some one familiar with the school, and some time during their visit each group is addressed by the Director. While most of these classes come in the fall, from January to June of this year, when a record was kept, there were twenty groups, totalling over four hundred people. In addition to those who came in organized groups, several hundred individuals came independently to be shown about the school. A service of the American Guild of Organists, conducted by our chorus and staff, brought nearly a hundred organists to the school. Over two hun-

dred persons on a Friendship Tour spent an afternoon in May visiting the Institution. After tea, served in the cloister, there was a program of music by the Girls' Glee Club and a talk by the Director. We feel that such contacts are valuable in interpreting the blind to a seeing world.

As another means of accomplishing this purpose the Director and members of the staff have accepted many invitations to speak on our work. In addition to these addresses the Director spent nearly all of the month of October on a tour of schools and other agencies for the blind through the Middle West, when he spoke many times. The schools in Pennsylvania, Ohio, Indiana, Kentucky, Wisconsin and New York were visited, as well as associations and workshops in all of those states. The Director feels that the trip was of great value, because it gave him an opportunity to learn from other schools and also to strengthen the ties between them and Perkins.

Our Own World

The full benefits of improvements made during the summer were realized when the school opened in September. It is hardly necessary to enumerate them here except to say that all have proved helpful and have been appreciated. During the year the maintenance staff has carried on the many duties essential to good upkeep. A few major projects were undertaken, like the rebuilding of the foundations of the Lower School tower and the rehabilitating of the heating plant. During the past summer a new ice plant was installed and a play terrace built at Glover Cottage. This past year we have purchased an unusually large amount of new equipment and furniture, which has added to comfort and efficiency.

The chief building project has been the installation of adequate fire protection. A year ago a sprinkler system was installed in Howe Building basement. During this year a fire-alarm system with a box at the power house and one on the front of Howe Building has been installed. Ten other stations for recording on the watchman's clock have been placed in scattered parts of the grounds and buildings. These have all been connected with the American District Telegraph System, so that they afford the utmost security. A full-time watchman has been employed and systems of fire drills have been inaugurated.

The traditional beauty of the grounds of Perkins has been augmented this summer by lovely garden plots planted in all of the closes, lawns renewed, and much tree surgery done. All of the roads have been resurfaced, and a new drive leading from the main building to the Principal's house is being built.

Life Income Assured

For some time it has been realized that one of the greatest needs of Perkins has been a means whereby members of the teaching staff might be retired after years of faithful service. Three years ago, when the matter was first taken up, there were twenty-four members of the staff beyond the age of sixty-five. Many of these have been retired on pensions paid directly from our income. It has now become necessary to establish a permanent plan, and after much consideration the committee appointed by the Trustees has prepared such a plan. This was submitted to the Trustees at their meeting in September. The Executive Committee was authorized to enter into a contract with the Equitable Life Assurance Society of the United States to set up a retirement plan whereby members of the teaching and administrative staff may be assured of an income for life upon giving up their duties at the age of sixty-five.

The plan adopted is contributory, with the expense shared between the members and the Institution. Each member eligible to participate in the plan will be asked to contribute approximately 3 per cent of his monthly salary plus an allowance for living, and in return he may expect upon retirement an income for life which will be approximately $1\frac{1}{2}$ per cent of the current salary for each year of service from the time of entering the plan until retirement. To assure this income and the fixed charge to participants, the Institution will make a monthly payment which will vary according to rates, but at all times will be considerably in excess of that paid by members of the staff. Members withdrawing from the employ of Perkins before retirement age will be repaid all of their contributions with interest compounded at 3 per cent after five years, and upon death all contributions with full interest will be paid to the beneficiary. With these provisions, those entering the plan cannot lose; either they receive an income for life or their money is returned to them with interest.

The plan provides only for future service. It has not been possible to give full credit for past service. The intention of the Trustees is to consider each case as it arises, hoping to be able to supplement the retirement income when it is felt to be inadequate. This supplementary income, if granted, will be at the expense of the Institution, and payments thereto will not be required by the participants. Of those now eligible to enter the plan there will be only ten retirements in the next fifteen years, with the first one coming in 1936. Of these ten, six may need supplementing to bring them up to a suitable income. This small number of immediate retirements is due to the fact that several members of the staff now beyond the retirement age will not enter the plan, but will be provided for by the Institution, as have those pensioned within the last several years.

From all the World

This year's Harvard Class was composed of sixteen members from Massachusetts, New Jersey, Minnesota, Wisconsin, Honolulu, India, Norway and Greece. Nearly all were college graduates, with the following colleges represented: Beloit, Harvard, University of Hawaii, Mount Holyoke, Radcliffe, Smith, and five different teachers' colleges in Massachusetts. The class as a whole was of high order, and the members made good contributions to the school. At the close of the year all but two members had found positions or had returned to the institutions which sent them here for our special training.

Attending the Harvard Class each year, or enrolled in the school, there are usually several young men and women from foreign countries. Invariably they come here on scholarships granted by Perkins, but the cost of transportation, which is a large item, is borne by those who sponsor their coming. The demand from foreign countries for the privilege of studying at Perkins and at Harvard seems to be increasing. Because of this fact careful selection must be made, and the principle has been established of giving first consideration to those who are sent here by established schools or institutions for the blind, with the understanding that the students return to their former positions. When this is not the case preference is given to those who are assured of positions upon receiving training. It seems inadvisable to accept foreign students who do not meet these requirements. It is also necessary to give careful consideration to the candidate's ability to speak and read English.

Training Beyond Perkins

Another group of students living at Perkins about which there has been concern this year is made up of the boys and girls who have graduated and remain here for further study at Perkins or at neighboring institutions of higher learning. Pupils who have earned their diplomas from Perkins and who need additional special training are always welcome, but there is grave question as to how many graduates of other schools for the blind seeking similar privileges we can accept, especially when most of these candidates are not in a position to pay for tuition or board. The Prescott and Fisher Funds enable us to give this opportunity to a few talented blind students, and we are constantly appealing to friends to augment these funds so that we may include many others equally deserving. This is a real service which Perkins could render in a larger way if we had the means.

In a somewhat different status is the group of five boys now living at Perkins and attending college or law school. For many years the



From Greece



From Japan

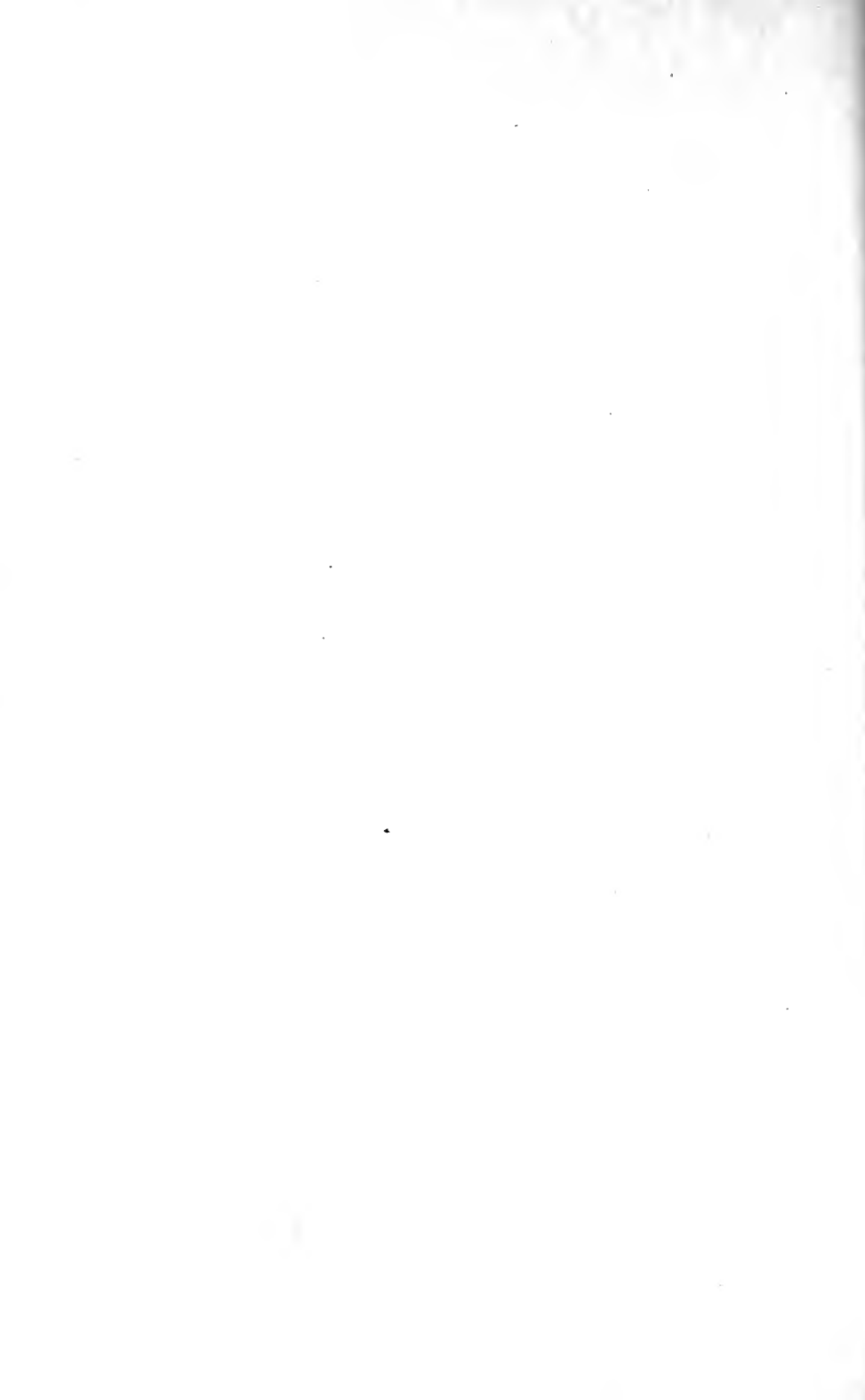


From Norway



From Canada

FROM FOUR CORNERS OF THE WORLD TO PERKINS ,



privilege of living at Perkins while attending college has been granted to a selected number of our graduates. The authorities of the states from which the students come have paid Perkins the regular tuition fee. While the academic work is done elsewhere, we have supervised the activities of these students carefully and have provided braille books and readers for ink print. During this year a member of the staff gave his full time as adviser to college students. He was of great help to the boys. The college authorities expressed appreciation of his aid in making the essential adjustments.

Many people question the practice of sending to college any blind boy or girl not unusually talented, on the grounds that few will have opportunity to utilize the training which is gained at great expense of time and nervous energy. On the same grounds we might also question retaining boys and girls as graduate students in schools for the blind. But even the best high school curriculum as carried out in schools for the seeing does not provide a well-rounded preparation for life. We are concerned with that kind of preparation for our boys and girls without sight, and our plan of special departments in the senior high attempts to overcome this difficulty by offering a large choice of vocational and commercial subjects. The time may come when training beyond that offered through the high school should be provided both for our own graduates and the graduates of other schools for the blind. Junior colleges, with programs designed to guide into intelligent maturity, are fast becoming factors in our educational system. One especially planned for the blind might meet all the needs cited above. If persons interested in affording the blind larger opportunity for education would bequeath funds to Perkins Institution for that purpose it might be possible for us to render signal service to visually handicapped youth.

A Hopeful Venture

In the report last year mention was made of the need for a nursery school, where instruction could be given earlier and where a study could be made to improve the methods of dealing with the pre-school blind child in school and in the home. Early in the year the opportunity for such a venture seemed to open through co-operation between the Boston Nursery for Blind Babies and Perkins. A committee made up of representatives of the Nursery, the Kindergarten and the Institution was formed to consider the matter. The interest of Dr. Abigail Adams Eliot, head of the Boston Nursery Training School, was enlisted, and with the co-operation of Miss Maxfield of our staff a plan of organization and a program of activities were prepared. These were considered and adapted by a smaller committee, and referred through a report to the respective boards. At a meet-

ing on June 4 the Trustees of Perkins passed a vote of approval, and authorized the Director to proceed with the plan. The Directors of the Nursery at their meeting in October accepted the report in a vote which stated, "We believe it will be wise to study the development of this unit very carefully before extending the program further." It is our hope that this study will lead to a co-operative venture which we feel holds great promise for the blind children of New England.

The Closing Changes

At the close of the school year there was a small number of resignations. Seven members of the staff were married, of whom four gave up their positions. Mr. Edward J. Waterhouse, a teacher in the Boys' School, married Miss Sina V. Fladeland, in charge of speech correction, and both left to work elsewhere. Miss Kathryn A. Barney of the Girls' Manual Training Department became Mrs. Ray J. Phillips, and resigned to begin housekeeping. Mrs. Evelyn C. Roberts, matron of Eliot Cottage, married Mr. Arthur W. Burks, and gave up her position. Miss Sybil E. Martin, teacher of Home Economics, married Mr. Harold John Ames, but is to continue in her present position for another year, to carry out certain changes in that department which are under way. Mr. Edward W. Jenkins of the Department of Music and Mr. Charles Simons of the Salesroom, both graduates of Perkins, took unto themselves wives, but continue with their present duties, as both live outside of the school.

Other resignations were Mr. Frank C. Campbell of the Boys' Manual Training Department, to accept a position in Morris, New York; Miss Kathryn E. Maxfield, Miss Wilma M. Potts, Mrs. Louise Coburn and Miss Mabel Pottinger of the Department of Personnel, to go to the Arthur Sunshine Home for Blind Babies, where Miss Maxfield is to be director. Miss Julia E. Burnham, after forty-six years of service in the Girls' Upper School, was retired on pension. Mrs. Elsa B. Martz, matron of Glover Cottage, resigned that position to teach in the Girls' Primary. Mrs. Carrie C. Rogers, matron of Fisher Cottage, resigned because of ill health. Mrs. Henrietta D. Hartwell, for several years a faithful worker in the bookkeeping office, passed away December 17, 1933, and on September 1, 1934, Miss Bertha M. Buck died. For twenty-eight years Miss Buck was a devoted teacher in the Girls' Primary School, and her loss is deeply felt.

All of these positions have been filled as the new year opens, and there is every indication that the work that Perkins has been doing for the blind for over a century will go on without abatement.

GABRIEL FARRELL.

THE BOYS' UPPER SCHOOL

THE aim of the Boys' Upper School is to make the school facilities adequate to the individual and social needs of its pupils. With this in mind we have definitely adopted the six-three-three plan of education, because it is believed that in the end this will greatly assist us in realizing our aim. Through this plan the students have opportunity to elect subjects as well as to learn how to make good use of free time.

We are now able by the six-three-three plan to take care more normally of the junior and senior high school pupils. One reason for this is that special classes in the Lower School are providing for those boys and girls who cannot progress at a reasonable rate in their literary work. This gives us an opportunity to give special help to those who may need extra coaching in different subjects in the Upper School. Last year we had a number of students who were in just such classes. Not only has a special teacher been engaged for this work, but students studying methods of teaching the blind have given us excellent assistance. It is hoped that next year this special class may become more tutorial in its aspects.

We are now able to offer in the senior high school a choice of five departments, — College Preparatory, General, Industrial, Commercial, and Musical, — thus giving a wide variety of subjects from which a student may select. We are interested in the individual. We are as much concerned over the progress made by the boy who chooses the vocational course as we are over the few who might prepare for higher education.

The second innovation of the past year was the giving of the Stanford Achievement Tests throughout the School, first in September and again in June. The results were gratifying as well as illuminating. Weaknesses in individual students were noted, with the results that means were immediately taken to give those students who needed it special help. Teachers studied the results of these tests in order that they might improve their teaching and be of more service to the individual. Reading tests were also given so that we might ascertain just what type of reading difficulty each pupil had. This was of great practical value, for once a boy began improving in his comprehension or speed of braille reading, he invariably improved in all other subjects.

I believe the motivation of classroom material had much to do with the results obtained in the Stanford Achievement Tests. For instance, Miss Pratt was able to make her social subjects of such vital interest that the boys of her grade chose such topics as New World Mechanical Development, World Contribution to Floriculture, Facts about the Earth and Planets, International Affairs, World Commerce, and many more for special study. Interests were aroused which certainly will carry over into senior high school and adult life. Again, this is an excellent example of where leisure time is being filled for a definite, constructive purpose. The same could be said of interest which some have taken in art, growing out of their trips to the museums.

The garden course, given once more, proved to be of value. We believe that the students not only have received information of practical worth, but that the three who remained to work on the farm seemed to have improved physically during the summer. Some of the boys have put their knowledge to use at home in their own gardens.

We were able to obtain a 1927 Chrysler car for use in the auto mechanics course. The success of this course is entirely due to the interest Mr. Abraham has taken in it. He made wooden models to illustrate the functioning of the elementary two-stroke and four-stroke engines. To explain the various wiring systems, large wire and wooden diagrams were made, showing in detail the internal wiring of the starter, generator and coils, etc. Mr. Abraham reports that "The actual auto parts used to work on were the complete power plant, the front and rear axles, complete with hydraulic brakes. The whole of the above was completely taken apart, to every nut and screw. Everything was cleaned, new parts being fitted where required, and the whole reassembled. Each student was afforded the opportunity to cover the whole of the works."

Another major change made last year was the establishment of a recreation period directly after lunch. The middle of the day was chosen in order to make the most of the sunshine, especially in winter. It is a hard and fast rule that on pleasant days every pupil must be out of doors from 1.15 to 2.15. The time is his to do what he wants with it, but every one is urged to get into some kind of activity. Many enjoy going for a walk, some have errands in the village, a number play football, baseball, quoits, or ring toss. When the weather permits, they slide or skate. Games and schedules are arranged by Mr. DiMartino, so that there is something for every boy. Playground apparatus was bought and conveniently placed for the boys' use. It is a period which all should thoroughly enjoy, as well as one which will indirectly help to make happier and healthier individuals.

Both our plan of education and our program of recreation are designed to teach pupils how to occupy their leisure time. Since the entire world is faced with hours of unemployment, how much more serious is such a condition to our pupils. Wordsworth wrote:

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers.

Unfortunately for us, our boys have little opportunity to spend or earn in these chaotic times. It behooves us, therefore, to train them in ways in which this free time may become leisure time. I do not believe you can call spare time leisure until the individual finds a way to work that free time into his own plan of living.

There should be a contribution from this leisure to the growth of the individual as a personality. Co-operative activities should be undertaken. The several informal plays given during the year are of value not only in helping our students attain a poise and self-possession which they often lack, but also in furnishing a means of carry-over to adult life. Some boys become interested in the drama by attending the theater, while others

have gone back to their communities and participated in plays. How may we better encourage our students to enter into the social life of the community?

Music still holds an important place in our program. The chorus has continued to bring praise to the Institution and pleasure to the students. It, too, serves as a vital means by which the boys can take their places in their communities. This past year a group of Upper School boys have organized their own orchestra. I know of no help received by them from the Faculty. It arose entirely as a student activity. The fun that these boys have had is worth all the time they have spent out of hours striving to play well. Several times they played for our school dances. I sincerely hope that this type of student activity will continue to grow. Although the orchestra played only jazz, the appreciation of fine music has in no way diminished, as was shown by the interest taken in Mr. Jenkins' course on music appreciation.

Activities such as these show that some of our students have not lost the ability to create their own fun. Anything which we can do to enrich the leisure time interest of an individual student is well worth while. We introduced the making of leather belts and key cases in the Manual Training Department, not with the idea that one would make a business of it, but with the belief that it was something simple that the hands could do in leisure time. Some boys have made as much as a fifty-dollar profit on belts during the summer. Those students who have learned to cane and make mattresses or upholster chairs, and who have followed work along such lines during vacations, have profitably turned their idle time into these occupational channels. Every student in the boys' department, no matter how gifted mentally or musically, should feel the necessity of learning how to work with his hands, for in this way many a weary hour can perhaps be made less irksome. I sincerely hope the boys will begin to appreciate the opportunities of this department.

With the ever-increasing number of books pouring into our library, it is a great pity that more of the boys do not develop a love of reading. We have tried many devices to lead our students on, but are far from reaching the desired goal. I find that the little library notices posted concerning the new books are helpful.

Extra curricula activities, such as the Boy Scout Troop which is under students' and past students' leadership, have filled a necessary part in the routine life of some of our boys. This is always welcomed, and has been found most valuable with the younger group. At the present time there are seventeen boys in the troop. It is indeed a pleasure to know that some half dozen boys received merit badges. Hikes, meets, intertroop visiting were all part of the program. This opportunity to make friends and new acquaintances outside the Institution is most desirable, for it helps develop well-rounded personalities.

The making of outside contacts brought about by our unbeaten track team of last year is another means of arousing interest. This unfortunately involves only the few who can make trips to the other institutions, but the school spirit, and interest in sports which gradually grows, is worth while

as long as it is still a sporting spirit. The entire school benefits, however, when boys from other schools visit us for meets held on our grounds.

The graduating class of June was a fine example of how well blind youth can meet the requirements for admission to college. One boy took college entrance examinations for Boston College, receiving exceedingly high grades; another entered Boston University School of Law; a third matriculated at Harvard University, entering without examination; a fourth expected to enter Catholic University, but at the last minute was prevented by financial reasons; while others have continued with tuning, postgraduate work, or have planned to take courses in evening school. All seem determined to continue their education. This is laudable, yet we must not encourage unwisely our students to obtain higher education when there may be little opportunity for them to put their knowledge to use after leaving college. A college education is a splendid thing, but it in no way insures a job for our boys. It involves a great deal of extremely hard work, too often followed by bitter disappointment and unhappiness when the realization dawns upon the individual that jobs are difficult to obtain.

One can see from this outline that work is planned at Perkins to meet the vocational needs of the students as well as a desire to lead into avocational activities which will be of value in leisure time. We are making an earnest attempt to develop the whole man — body, mind, heart and soul.

FRANCIS M. ANDREWS, JR.

College F	Commercial		
SUBJECTS	SUBJECTS	Periods per Week	Credits
English Literature	English Literature	5	1
French I	Spelling	2	1
Cæsar	Business Training	2	
	Typing	5		$\frac{1}{2}$
Ancient History	Ancient History	4	1
Medieval History	Medieval History	4	1
Shop	Shop	5	$\frac{1}{2}$
Music	Music	6	*
Typing			
English Literature	English Literature	5	1
Physics	Spelling	2	1
French II	Typing	5	$\frac{1}{2}$
Geometry	Dictaphone	2	1
	Office Appliances	2	
English History	English History	4	1
Biology	Salesmanship	4	1
Music	Gardening	5	1
Shop	Physics	6	1
	Music	6	*
	Shop	5	$\frac{1}{2}$
English Composition	English Composition	5	1
United States History	United States History	4	1
Civics	Business English	4	1
Review Mathematics	Dictaphone	2	1
	Office Practice	2	
	Typing	5		$\frac{1}{2}$
Biology	Commercial Law	3	$\frac{1}{2}$
Shop	Shop	5	$\frac{1}{2}$
Music	Music	6	*

SENIOR HIGH SCHOOL DEPARTMENTS AND COURSES

College Preparatory			General			Musical			Vocational			Commercial		
SUBJECTS	Periods per Week	Credits	SUBJECTS	Periods per Week	Credits	SUBJECTS	Periods per Week	Credits	SUBJECTS	Periods per Week	Credits	SUBJECTS	Periods per Week	Credits
Grade 10														
REQUIREMENTS														
English Literature . . .	5	1	English Literature . . .	5	1	English Literature . . .	5	1	English Literature . . .	5	1	English Literature . . .	5	1
French I	5	1	French I	5	1	Piano	6	*	Poultry I	4	1	Spelling	2	1
Cesar	5	1				Harmony	2	½	Shop (includes all crafts)	10	1	Business Training	2	½
												Typing	5	½
ELECTIVES														
Ancient History	4	1	Ancient History	4	1	Ancient History	4	1	Ancient History	4	1	Ancient History	4	1
Medieval History	4	1	Medieval History	4	1	Medieval History	4	1	Medieval History	4	1	Medieval History	4	1
Shop	5	½	Shop	5-10	½-1	French	5	1	Shop	5	1	Shop	5	½
Music	6	*	Music	6	*	Organ	6	*	Music	6	*	Music	6	*
Typing	5	½	Typing	5	½	Voice	6	*						
						Instrumental	6	*						
Grade 11														
REQUIREMENTS														
English Literature	5	1	English Literature	5	1	English Literature	5	1	English Literature	5	1	English Literature	5	1
Physics	6	1	Physics	6	1	Piano	6	*	Shop (includes all crafts)	10	1	Spelling	2	1
French II	4	1	Biology	5	1	Harmony	2	½				Typing	5	½
Geometry	5	1										Dictaphone	2	1
												Office Appliances	2	½
ELECTIVES														
English History	4	1	French II	4	1	English History	4	1	Gardening	5	1	English History	4	1
Biology	5	1	Geometry	5	1	French II	4	1	Auto Mechanics	5	1	Salesmanship	4	1
Music	6	*	Salesmanship	4	1	Physics	6	1	Poultry II	4	1	Gardening	5	1
Shop	5	½	English History	4	1	Organ	6	*	Physics	6	1	Physics	6	1
			Gardening	5	1	Voice	6	*	Music	6	*	Music	6	*
			Music	6	*	Music History	2	½	Shop	5	½	Shop	5	½
			Shop	5	½	Instrumental	6	*						
Grade 12														
REQUIREMENTS														
English Composition	5	1	English Composition	5	1	English Composition	5	1	English Composition	5	1	English Composition	5	1
United States History	4	1	United States History	4	1	United States History	4	1	United States History	4	1	United States History	4	1
Civics	3	½	Civics	3	½	Civics	3	½	Civics	3	½	Business English	4	1
Review Mathematics	3	½				Counterpoint	3	*	Shop (includes all crafts)	10	1	Dictaphone	2	1
						Piano	6	*				Office Practice	2	½
												Typing	5	½
ELECTIVES														
Biology	5	1	Business English	4	1	Biology	5	1	Biology	5	1	Commercial Law	3	½
Shop	5	½	Shop	5	½	Organ	6	*	Salesmanship	4	1	Shop	5	½
Music	6	*	Music	6	*	Voice	6	*	Business English	4	1	Music	6	*
			Commercial Law	3	½	Instrumental	6	*						

*Credit is given in music according to the amount of work covered.

Chorus and gym are required of all students.

Two hours of needlework required each year of all girls.

Three hours of Home Economics may be elected by any girl each year.

Girls electing the vocational course are expected to take three hours of Home Economics each year.

Two hours of Spoken English may be elected each year.

Fifteen credits are required for graduation from Senior High School, three of which may be allowed from Junior High School.

JUNIOR HIGH SCHOOL COURSES

Grade 7

SUBJECTS	Periods per Week	SUBJECTS	Periods per Week	SUBJECTS	Periods per Week
English	5	Hygiene	1	Piano ¹	6
Spoken English	1	Pencil Writing	1	Chorus	4
Social Studies	5	Home Economics ²	1	Gym	3
Arithmetic	4	Manual Training	5	Nature Study	1

Grade 8

English	5	Hygiene	1	Piano ¹	6
Spoken English	1	Pencil Writing	1	Chorus	4
Social Studies	5	Home Economics ²	3	Gym	3
Arithmetic	4	Manual Training	2	Typing ³	5

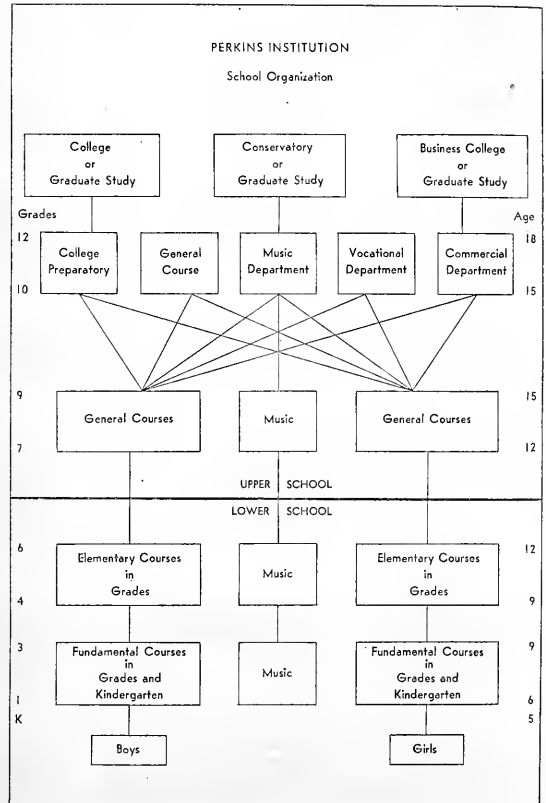
Grade 9

Requirements:		Electives:		Electives:	
English	5	Ancient History	4	Manual Training	5
Spoken English	1	Medieval and Modern	4	Home Economics ²	3
Pencil Writing	1	History	4	Music	6
Manual Training	2	Algebra	5	Typing	5
Chorus	4	Latin	5		
Gym	3	General Science	5		

¹ Elective.

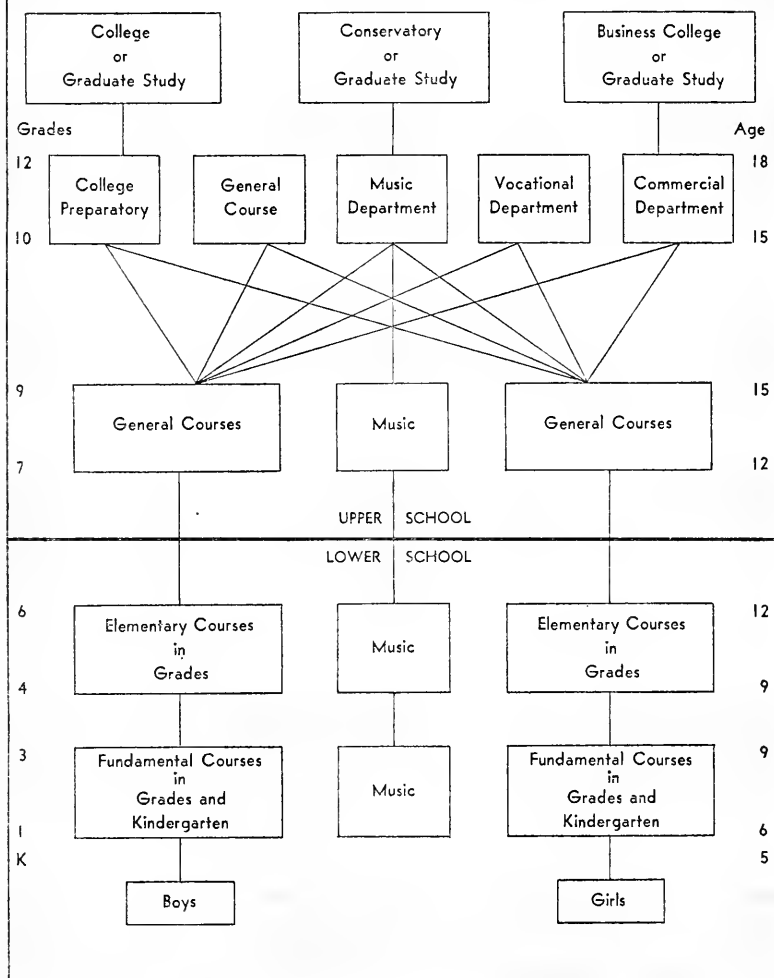
² Girls only.

³ Boys only in grade 8; girls elect it in grade 9.



PERKINS INSTITUTION

School Organization



THE GIRLS' UPPER SCHOOL

ONE of the outstanding events of the past year was the course in progressive education, given here at Perkins by Miss Marion E. Remon of Boston University. Teachers of all departments met to consider the principles of progressive teaching and to present their problems. It was helpful to talk over our common difficulties, especially when practical suggestions were forthcoming, either from our leader or from co-workers. For the course was primarily practical rather than theoretical.

In examining present-day methods in the girls' department we made certain interesting findings which show that in some ways, at least, we are developing along progressive lines:

1. Our teachers have had *freedom* to use their own judgment and initiative in meeting the needs of pupils. These teachers have stated that they were able on this account to do better work than in other schools, where they had not enjoyed this privilege.

2. In classes like ours, unless pupils are preparing to enter college, rigidly defined limits of accomplishment in courses are emphasized less than work suggested by the *needs* of the pupil. For example, our deaf, partially blind girl was guided from day to day according to her responses and her needs, — in personal hygiene, in nature study, in keeping her own accounts and discovering the value of money, in learning about the life of neighbors, past and present, in improving her penmanship and English through letter-writing, and in learning to use the sewing machine. *Voluntary* activity along the line of spelling was shown by this pupil in bringing to school every day pages of sentences, varying in number, to illustrate the correct use of words found in a spelling book.

3. Also, we recognize the personality of a pupil as a *whole*, seeking to develop her not only mentally but physically and spiritually. No exceptions to this all-round development are considered; that is, we do not let anything crowd out corrective or gymnastic work, nor any opportunity for spiritual growth.

4. We have proved, again and again, that pupils rarely are equally efficient in all subjects. How stupid to continue to promote them by classes! Rather, we advance *individuals*, at their own rate of speed. This has improved the morale of class groups tremendously, for the pupil feels stimulated instead of driven or held back by classmates. Health, also, has improved, as a natural result of working in an atmosphere of achievement and progress.

5. We are troubled very little by *misbehavior* of pupils in school. This is due largely, no doubt, to the fact that they have a certain amount of freedom in classrooms, and find their work so full of interests that they are not driven to devising pranks.

6. To train blind pupils in *community living* has been a goal consistently maintained in the girls' department. In accordance with the principles of

progressive education our pupils wait on themselves, keep their classrooms in order, develop a respect for school property, and acquire an added responsibility in preparation for life in the world.

But these findings do not blind us to the fact that there are many ways in which we must improve. Nor shall we enumerate them here.

Some of the changes of the past year have been indicated in that welcome little paper, "The Lantern." Others should be recorded. For the first time we had boys and occasionally a girl speak before the school after prayers. The six-three-three plan was definitely established in our department with a junior high school for grades seven, eight and nine, and a senior high school of three more years. We kept up the custom of interchanging teachers by sharing Miss Ferguson. Miss Potter came to us from the boys' school, as did Mr. Waterhouse, an excellent teacher of physics. In September our new time schedule went into operation, including a study period right after prayers, a half hour recess in the middle of the morning, and a longer nooning for recreational purposes, in accordance with the newest ideas.

Our physical director, Miss Mary Ferguson, who had carried on the various branches of her department so acceptably and efficiently, gave up this work to become head of the Commercial Department, where she continued to teach short-hand and instructed students in the use of the ediphone. Her successor, Miss H. Louise Nass, splendidly equipped and poised for our work, supervised many outdoor activities during these midday periods. Coasting was resumed in the winter; tap dancing indoors was studied more intensively; and in the spring term sun baths, in swimming suits, on the gymnasium roof, were popular.

Through the whole-hearted interest of Dr. Palmer, our school physician, the pupils were given not only thorough examinations, but inoculations for scarlet fever, and tests for tuberculosis, including individual chest plates. Our dentist, Dr. Elliott, made equally thorough examinations. The important effect of diet on the teeth was stressed more than ever.

Several activities new to our pupils have been introduced this year. Puppet-making and manipulation, which a few girls had learned at Camp Allen, was encouraged by Miss Miriam Hoard, whom we have been glad to welcome to the English Department. She is a graduate of Mount Holyoke College, and has completed the Harvard and Special Methods courses on the Education of the Blind. In nature study, the care of an aquarium in our new greenhouse has proved pleasurable. An original play was presented by a group of older girls interested in dramatics. An English tea was served by a group of pupils studying about the British Isles. Two girls found the course in poultry keeping very helpful. A musical girl was enabled to take up the study of the 'cello. One of the seniors, under the supervision of her manual training teacher, made her own gown for graduation.

We have missed Miss Pedlar in the Manual Training Department and in Bennett Cottage since her retirement, but have been glad to have in her place Miss Chandler of the Lower School.

In preceding paragraphs, reference to new equipment may be found. We have acquired also a large washable map of the United States for classes

in social studies; a much-needed dictionary and comfortable chairs for the reading room; another ediphone; and many helpful books. Our dream of giving worthy pupils in expression an opportunity to attend some of the best plays in Boston is being realized through the co-operation of our Director.

We are encouraging outside contacts in every way possible. Protecting our girls, as any good private school should do, we do not confine them. We advise girls who have sufficient sight to be self-reliant in traveling alone, unless parents disapprove. We urge pupils to attend church socials and mingle with people there. We arrange for "sight-seeing" trips with volunteer social workers. We excuse pupils occasionally from school to accept invitations given by service clubs. We sponsor dances at Perkins to which outside partners are invited. As other opportunities for socialization appear, we shall endeavor to meet them.

My chief concern throughout the years has been *the individual*. How can we guide her to meet life, to adjust herself to persons and conditions wherever she goes, to make wise choices, to "hold fast that which is good"? Truly, these are worth-while goals. We are united in striving to reach them. This unity of purpose among my fellow workers has resulted in a splendid spirit of co-operation, for which I wish to express my deep appreciation.

ELSIE H. SIMONDS.

REPORT OF THE LIBRARIAN

THIS department is developing a class consciousness all its own. The casual visitor, or borrower, can hardly be expected to notice the new shelves, chairs and tables of last fall; the very new typewriter table which rolls about so easily; the desk chair which is the envy of the two librarians who do not have one; or the five new table lamps with their indirect lighting — all adding, externally at least, to the appearance of efficiency and refinement which we like to feel is a part of “Perkins.”

Of course, books are the real library, and these, too, thanks to the Library of Congress sending many fine titles each year, are being added so fast that shelf room can hardly be found, and the stack room in the basement is filling up rapidly with books which should not be there. We hope that soon each schoolroom may be equipped with shelves or book cases, as is the case in public schools, for the class books of the teacher in charge. This will materially help in the storage of the school books, which at this time is a real problem. There were 2,339 embossed volumes added last year, and 23,890 were lent to our 968 readers in school and from our district, New England. The last two years show a decided gain in the number of volumes borrowed.

The branch library is growing rapidly and now comprises over 2,500 volumes for use of pupils in the Lower School. Miss Stewart, the librarian, who is totally blind, and who formerly gave four hours four days a week to the work, now gives full time five days; the teachers find this change of great help. This librarian is also trained in the art of story telling, and her talks with her young borrowers are incentives for more and better reading.

The teachers' library, which a few years ago was transferred to an upper gallery of the main library and adorned with comfortable chairs, lights, etc., has been a great success, particularly among members of the Harvard Class. The librarian in charge of the “Blindiana” library has been prevailed upon to stretch the ruling against the straying of precious tomes from the fold to the extent of allowing most of them to be placed upon a special table in this room for an evening, or for over Sunday, where they are accessible when the library is closed. Members of the class may often be found there studying, and in this way easily and pleasantly adding to their store of knowledge.

MARY ESTHER SAWYER.

THE LOWER SCHOOL

PERKINS has always insisted that the course of instruction should correspond with that offered to seeing boys and girls, so that the pupils, though visually handicapped, can take contributory places in normal life. Some of the methods of instructing the blind must of necessity differ from those of the seeing. The program of the seeing schools in the past decade has changed considerably, and it has been built about the interests of the child.

With this in mind, a study of what is being given in progressive schools for the seeing was made, and then this year's Lower School program was built to include as much as possible of the content of the school for the seeing child. The unit system was introduced. Each group chose a unit of interest, and this unit, like a big octopus, reached out its eight tentacles of (1) History, (2) Geography, (3) Writing, (4) Reading, (5) Arithmetic, (6) Music, (7) Dramatics and (8) Handwork, and drew them in to the center, so that they all became a contributing part to the whole unit. The units chosen this year were Farm Life, Indians, Vikings, Transportation, Early American Life, Jungle Life, and the Comparison of Countries.

On a hurried visit through the Lower School you will be surprised to find, yes, real Indians; but look again, for you are mistaken, they are the little girls in the girls' kindergarten. Or in an older group you may find some colonists making their kerchiefs. Thus the children are taught basting and hemming in an interesting, purposeful way; they are enjoying making these because later they will use them in a play. Or perhaps you will find the Viking gods and goddesses in council over some misdemeanor of Loki, the God of Mischief, and thus the children are indirectly working out citizenship qualities. Stepping outside you will see the beach wagon filled with boys going to the airport to go up *in a real airplane*, because they are studying transportation. They have already been to see the modern train. Peek in at an assembly and you will see the whole Lower School, both boys and girls, meeting, while a group of children presents something interesting from its school unit which the rest of the school might never hear about; thus all the children gain interesting information by coming together three times a week in these assemblies. Go into any room and you will find handwork done in connection with the unit of that group. Here is a large wigwam that can be taken down at will, and in it a big chief is sitting, looking serious, with his arms folded and his tribe gathered about him. He is deciding matters of much moment, such as whether a squaw may be called "Flying Squirrel." If she works too slowly the answer will be, "No, not until she can work faster — until then she must continue to be plain Squirrel." Thus work habits and oral expression can be taught in a real way. In another group you see the music teacher and her Indians dancing, with gourd rattles in their hands for music. "What are those boys doing?" you ask as you

peek into another room. Why, they are modeling! You go closer and find some of the animals of the jungle in process because they are studying the life of the jungle. After your trip perhaps you may like to compare Perkins Lower School with other progressive schools. One visitor did, and she said that it compared most favorably.

In the girls' kindergarten, to awaken an interest in primitive life the children studied Indians. Each child under seven years had her own name and made herself a head band and necklace. And the group wove a blanket for "Raindrop," the little papoose they had helped make. They wove small mats and modeled bowls. Through hearing stories, talks and poems about Indians, they became interested in dramatics, and made up their own Indian play. By the end of the year the children had a good conception of the food, shelter and clothing of the Indians, and of the life an Indian lived. The practical things that young children need to learn were not neglected, however, such as learning to dress themselves, putting on outdoor wraps, and sense-training, such as recognizing different materials and objects by touch, and odors by smell. All the holidays were celebrated too.

The girls from seven to eleven years in the kindergarten also studied Indians. In this group the children were beginners in braille, and those who had had no reading at all made booklets of sentences formulated by them out of their own experiences in Indian life. Then these sentences formed part of a basis of their beginning reading. The courage and the resourcefulness of the Indian, his nearness to nature, and the spirit of worship shown in the face of the wonders of nature were stressed, and the family life and customs, the ceremonials, the Indian way of providing food, shelter and clothing formed a basis of the class's knowledge of and interest in primitive life. Children from one group would tell myths and different aspects of Indian life to other groups, and this was the foundation of much language work. A tepee was made of burlap bags, which involved measuring, sawing of poles, and sewing together of bags, after which they were put on to the poles. To bring in design a border was put on the burlap. Some work in Indian sign language was done. Head bands were knitted, into which were put Indian symbols in beadwork, and then the children earned, by some definite accomplishments, the feathers put into the bands. The inside and outside of a tepee, a dog travois, a meat rack and various objects were modeled in clay. Primitive life and the Indian life of today were compared after reading current events in braille in "My Weekly Reader." Citizenship was developed from the choosing of Indian names, for the Indian council had to pass on the Indian name of each, as to its suitability and as to whether the child lived up to it. An interest in animals grew out of stories of beavers, squirrels, etc., and then the animals were modeled in clay.

The boys' kindergarten children under seven had a farm unit. As Perkins is practically a self-sustaining unit, having its own farm, laundry, bakery and heating system, it was easy for the children to get first-hand information. In the fall the main interest was harvesting. Farms were visited to see the animals and the harvests. Different vegetables were brought in, and the children learned to distinguish them, and wheat was ground into flour. Perkins bakery was then visited, where they saw barrels of sugar and flour,

P E R K I N S 1933-34		P E R K I N S 1934-35		P R O G R E S S I V E S C H O O L S O F S E E I N G C H I L D R E N School C		
Boys		Boys		School B		
Girls		Girls		School A		
K	Holidays Farms	Indians	Environment City and Country etc.	Environment City and Country Food	Animals and Environment	Environment
I	Indians	Indians	Environment Clothing etc.	Environment Indians and Eskimos Shelter	Indians	Environment
II	Indians	Indians	Animals of America and of Desert	Environment early people Arabs Bible stories Clothing	Nomads Arabs	Early people tree care, etc. Robinson Crusoe
III	Indians	Indians	Wandering tribes Arabs Bible stories	Environment Viking transportation Communication Geography trips	Vikings	Vikings
IV	Vikings	Vikings	Greeks	Greeks & Romans	Greeks	Greeks & Romans
V	Transportation and American History	Early Colonists and	American History Manufacturing Imports	Medieval and Exploration	Exploration	Medieval
VI	Transportation and American History	Settlement of West in America	Foods for Health	American History Atlantic & West	American History Atlantic & West	American Explorers

A COMPARISON OF PERKINS WITH SEEING PROGRESSIVE SCHOOLS



soft dough and the ovens. Visits were made to the fruit orchards; and apple, peach and quince trees were examined and grapes were picked. Canning and storing food for the winter were studied. A visit was made to a lumber yard; and great piles of lumber as they came from the mill were seen, and later the children watched a house being built in the near-by vicinity. Butter was made. Nuts and seeds were gathered, and in the winter ice was formed in cans. In the spring the children planted beans. Comparisons of early and modern ways were made.

The boys in grade one, through a simple study of Indian life, became chiefly interested in animals, so the Eskimo and Indian animals were studied, and through visits to Franklin and Norumbega Parks, and animals near by, a first-hand knowledge was gained.

The boys in grades two and three studied Indians of the plains, the Pueblo Indians and those of New England. Each child made a small tepee of sticks and cloth, and the group made a large tepee, which was used for a play and later in the yard. Indian dolls were dressed. Dugouts were carved out of balsa wood. An Indian play depicting three scenes of Indian life was given. Arrow heads chipped into shape from slate were made. A garden was planted Indian fashion, corn and beans in each hole, and pumpkins in between. An Indian museum was started, and the best of each constructed piece of work was set aside for a contribution to this. Reading, writing and oral expression and many games were linked into this unit.

A coaching group of six girls gave as many as a dozen presentations in assemblies, — five plays, five talks, one musical performance and one charade program. At the beginning of the year there was a marked note of discord among these girls, due to racial and religious differences. Their interest was aroused in a unit that made a study of the several countries from which they came, and their antagonism towards one another diminished as they learned about the countries they had formerly criticized. At the end of the year, through this unit, there was a friendliness and spirit of co-operation which would have seemed impossible at the beginning of the year. They originally started with a unit about Vikings, but because it did not interest the girls, the unit just described, which grew out of their own interests, was introduced instead. A coaching group of five boys studied the jungle and constructed a large sand-table scene of the jungle. This gave much interest to animal study and plant life. In connection with the study of the coconut tree, a trip was made to a market, coconuts purchased, coconut milk drunk and coconut candy made. A trip to a rubber plant was also taken. Bamboo and banana plants were studied. The boys gave many interesting programs in assemblies.

In the primary, the fourth grade girls studied the Vikings from the mythological, historic and modern end. Each girl impersonated a god or goddess, and made her own costume. For English and geography, a notebook of her Norse hero was made and illustrated with free-hand paper cut-outs; and imaginary journeys to Greenland, Iceland, Norway, Sweden and Denmark were taken, and letters were written to Norway. Sand scenes were made of the life studied. A small model of a Viking boat was constructed. Weaving was also done.

In the primary fifth and sixth grades the girls studied early American life. They took trips to Wayside Inn and Plymouth. They made candles and constructed sand-table scenes of American life. They were especially interested in dramatics, and took keen interest in making up their own plays.

The boys in the fourth grade primary also studied the Vikings. For handwork they made shields, swords, daggers, costumes with stenciled designs, helmets, puppets, a puppet theatre, a model of a feast hall, a model of an Icelandic village, a *papier-mâché* map of Norway and Sweden, a product map of Norway and Sweden, a model of a fiord, a model of Thor's chariot, and a construction of his hammer. All subjects were pulled into this project. A story book was written. Glue, gelatine, rubber, soap and candle factories were visited, and the group went to a fishing pier, a dairy farm and a ship-building yard, in connection with modern Norway. Music of Norway and Sweden was studied.

The boys in the primary fifth and sixth spent an intensely interesting year on transportation. They made a collection of all means of transportation from early times. An interesting play, "The First Flight of the Wright Brothers," was acted, many trips were taken, and individual talks by the boys were given in assemblies. The boys of these grades have had a chicken business for some years, and the profits have been divided among the children of the group after expenses have been paid. This year the class was able to repay the \$72 paid out for stock, and to defray the cost of a ride in a real airplane for each boy as the climax of their study of transportation. The boys said they took that ride on the wings of the hens. After all this each boy had \$1.40 to take home. Arithmetic was acquired throughout the year by keeping the accounts of this prosperous business.

The Lower School is made up of the girls' kindergarten and primary, and the boys' kindergarten and primary, and their home life is built on the cottage plan. Progressive education has even entered the cottage life. The children are taking care of themselves more and more. In the dining rooms they sit six in a group at small tables, while the matrons and teachers supervise their eating. The children seem to enjoy this responsibility, and manners are no longer taught but have become a part of the child, because they are daily used by the desire of the child. It is a pleasure to visit the dining rooms and to see these children so at ease. Many a seeing school could get ideas from the Perkins dining room. The children have a rest hour after luncheon, when they go to their rooms and are on their own responsibility again. Before and after meals there is free time, when the children can choose what they want to do.

The children at Perkins take all this responsibility well. And so progressive education has become a part of Perkins Lower School, and, through this year's enriched program, initiative, responsibility and originality have been developed according to the capacity of each individual child.

HARRIET AMÉ ELLIS.

THE DEPARTMENT OF MUSIC

THE report this year is largely in statistical form, and does not require an extended introduction.

It will be noted that over two thirds of our pupils are more or less engaged in some form of music study. For the great majority of these students music will have only a social or cultural value, as only a very few of them can ever advance to the point of properly receiving financial return on their investment of time and study. Of those who have reached this advanced stage during the last twenty-five years, about 25 per cent of those reporting have been entirely self-supporting by means of their musical activities, and about 30 per cent were partly self-supporting during the past year, — a good showing for any group, even in pre-depression days.

The number of pupils attending concerts has been relatively small. This was intentionally so. Attendance at concerts should not be looked upon as a reward for good behavior, as soothing for the somnolent, a spectacle for the idly curious, or as an entertainment, but is a vital factor in the education of all aspiring music pupils. In conformity with this point of view, our advanced music students for the most part have attended the best and most difficult concerts, and the less advanced pupils have been sent to the lighter and more understandable concerts. This policy has not been rigidly adhered to at all times, and some unmusical pupils have been allowed occasional concerts as a matter of experience.

The work of recataloguing and rearranging the music library has progressed satisfactorily during the year, but there is still a great deal of work to be done. The stereotyping of music has been necessarily slowed up, but this has been largely compensated for by the splendid co-operation of the Howe Memorial Press in making available for present and past music students many pieces which have been embossed during the last eight or ten years. A larger program of music stereotyping will have to be undertaken soon in order to meet the demands of the chorus, the girls' glee club, the solfeggio classes, and the special instrument students.

Most appropriately, complete harmony has existed within the music department, and with the other departments of the school. I believe the general staff recognizes the really great value of the study of music in the curriculum, and the music staff, I hope, has been careful not to overemphasize the importance of this study, and so an atmosphere of understanding and co-operation has been created which will contribute largely to the benefit of the pupils and to the good name of Perkins.

MUSIC PUPILS CLASSIFIED

214 Different Pupils taking Music in Some Form

90 BOYS		124 GIRLS		Totals
42 Upper School	48 Lower School	63 Upper School	61 Lower School	
21 piano	13 piano	39 piano	20 piano	93 piano
20 class voice	45 singing classes	37 class voice	61 singing classes	163 class voice
2 private voice		20 private voice		22 private voice
11 solfeggio	29 solfeggio	0 solfeggio	25 solfeggio	65 solfeggio
4 organ		0 organ		4 organ
1 cello		1 cello		2 cello
7 violin		0 violin		7 violin
2 trumpet		0 trumpet		2 trumpet
3 harmony		1 harmony		4 harmony
0 counterpoint		0 counterpoint		0 counterpoint
0 theory		0 theory		0 theory
3 music history		0 music history		3 music history
3 music braille		5 music braille		8 music braille
35 chorus	20 chorus	56 chorus	30 chorus	141 chorus

Chorus

Attendance, 90 to 95 (34 to 38 boys; 56 to 61 girls); number of rehearsals, 140.
 Number of pieces learned and sung in public:

Christmas music	12
Secular music	5
Anthems	15
	32

(An average of nearly one piece a week.)

Normal Department

4 teachers — 2 in first year, 2 in second year; 12 pupils.
 The work of the class as a whole was below the average of other years.
 A public recital, all pupils participating, was held June 5.

Pupils at Conservatory

2 majoring in piano, and graduating this year.
 2 taking secondary subjects preparatory to majoring there next year.

Other Musical Activities

4 advanced pupils have done outside teaching and playing to earn money for necessary expenses at the Conservatory and elsewhere.

Public Performances

Chorus — There were two Christmas concerts, one in Watertown and one in Boston at Jordan Hall. The attendance at both these concerts was about 1,300; pupils participating, 92.

The chorus sang for fifteen minutes on the program of the American Choral and Festival Alliance in Symphony Hall, May 13. Pupils participating, 91.

Girls' Glee Club — There were eight performances, in Pittsfield, Waltham, Dorchester, Watertown, Winthrop and Worcester. Girls participating, 30.

Alliene Newman gave a piano recital in George Brown Hall, at the New England Conservatory in Boston.

Pupils' Recitals

2 public recitals were given in Dwight Hall; pupils participating, 15 (organ 3, piano 7, voice 6).
 10 practice recitals were given, usually during chorus rehearsal periods, for practice in public performance; pupils participating, 27 (3 vocal, 25 piano).

Lectures on Music Appreciation by Mr. Jenkins

23 lectures on music appreciation were given. The attendance varied greatly, from 20 to about 50; usually about 20 pupils and 10 or a dozen teachers and members of the Harvard Class. It was an interesting course of lectures, and Mr. Jenkins was assisted by a string quartet, a violinist, and several pianists and singers.

Morning Assembly

- 45 different anthems have been sung.
- 43 different hymns have been sung.
- 4 members of the staff have sung in solos, duets and quartets.
- 9 girls sang in a triple trio.
- 3 girls have sung solos.
- 8 pupils have played for chapel exercises.

Concert Parties

343 tickets for 64 concerts of all descriptions were purchased, and 79 tickets for 8 events were donated by various individuals and organizations during the year.
 72 concert parties were sent out, comprising a total of 422 tickets, which were used by 154 pupils and 57 leaders; 31 different boys, 62 different girls and 48 different leaders were given the opportunity of attending these concerts.
 In addition, 7 musical attractions were given in Dwight Hall, and about 40 pupils and teachers attended a carillon concert in Norwood.

Of the 64 concerts for which 343 tickets were purchased —
 39 were orchestral concerts. 4 were operas.
 7 were piano recitals. 1 was a violin recital.
 6 were male choruses. 1 was a vocal recital.
 4 were choral concerts. 2 were miscellaneous concerts.

Of the 8 concerts for which 79 tickets were donated —
 3 were orchestral concerts. 1 was a vocal recital.
 2 were male choruses. 1 was a miscellaneous concert.
 1 was a piano recital.

Of the 7 concerts in Dwight Hall —
 2 were of violin music. 1 was a piano recital.
 1 was a male chorus. 1 was a string quartet.
 1 was an A. G. O. service. 1 was a miscellaneous concert.

There have also been 4 faculty recitals in Dwight Hall:
 Piano recital by Miss Seymour. Vocal recital by Miss Matthews.
 Organ recital by Mr. Hartwell. Organ and vocal recital by Mr. Jenkins and Mr. Neal.

Music Stereotyping

INSTRUMENT	Titles	Pages
Piano	7	298
Vocal solo	4	23
Chorus	29	518
Violin	1	66
Song books	3	244
Total pages		1,149

Music Library

Titles received —		Copies received:	
From South Boston	132	Copies (including choruses)	4,567
From American Printing House	40	Copies	43
From Library of Congress	12	Copies	76
From Jacksonville, Ill.	22	Copies	101
From National Institute, London	7	Copies	7
Total titles received	213	Total copies received	4,794
Copies distributed in school:			
Perkins braille			722
Jacksonville braille			115
American Printing House braille			25
English braille			5
Total distributed in school			867
Copies distributed outside of school			219
Total copies distributed			1,086

Estimated Value of Braille Music and Books in Library

Perkins American braille	\$4,666 20	
Perkins Revised braille	2,299 20	
		\$6,967 40
Jacksonville braille music		162 96
American Printing House music	\$165 00	
American Printing House books	167 00	
		332 00
Miscellaneous books		172 00
National Institute music and books		20 00
		332 00
Total of braille music and books		\$7,654 00

These estimates are based on the list prices of music as published in various catalogues.

Estimated Value of Ink Print Music in Library

2,825 pieces of sheet music (piano, organ, violin, songs, etc.)	\$710 00
450 bound volumes (piano, organ, violin, songs, etc.)	550 00
octavo music (cantatas, anthems, Christmas carols, secular choruses, women's and men's voices, etc.)	500 00
130 textbooks and books about music and musicians	190 00
orchestral scores	100 00
Total of ink print music and books	\$2,050 00

These estimates have been carefully and conservatively made, and are believed to be as nearly accurate as it is possible to make them.

Musical Activities of Former Pupils for the Season 1933-1934

There were 57 answers received to questionnaires sent out in April. Most of the answers represent several activities, such as "Radio work, concert work, club work, piano teaching," or "Church work, voice teaching, public school music." Very few individuals confine themselves to one line of work.

The following is an analysis of the answers:

15, or 26.3 per cent of those answering, were entirely self-supporting.

18, or 31.6 per cent, were partly self-supporting.

24, or 42.1 per cent, did nothing remunerative with music.

18 did church work (organ or singing).	2 public school music.
17 piano teaching.	1 carillon or chimes.
15 concert work (piano, violin or voice).	1 chorus singing.
14 club work (piano, violin or voice).	1 music composition.
10 radio work (piano, violin or voice).	1 music criticism.
10 voice teaching.	1 dance work.
6 harmony teaching.	1 ensemble playing.
6 violin teaching.	1 lodge work (piano or organ).
3 music history teaching.	1 theory teaching.
4 tuning.	1 trumpet teaching.
3 organ teaching.	

This was all, I believe, remunerative work, and exhibits quite a variety of musical activities. Most of these people received their entire musical education here.

JOHN F. HARTWELL.

THE DEPARTMENT OF PERSONNEL AND RESEARCH

DURING the school year of 1933-1934 the Department of Personnel and Research has been engaged in the following activities:

1. Psychological consultation.
2. Mental testing.
3. Physiotherapy.
4. Corrective speech.
5. Field work.
6. Administration.
7. Miscellaneous.

To carry out these activities, the Department has had the following staff:

Director of the Department.

Psychometrist — half time.

Physiotherapists — two full time.

Corrective speech teachers — one full time and one half time.

Field worker — approximately half time until April first (approximately half time given to Medical Department).

Secretary.

Ediphone operator — who also had duties outside of the Department.

Clerical assistant — half time for more than half of the year.

Special Methods student — about three hours a day the second semester on research (volunteer).

Special Methods student — about two hours a day after Easter on educational tests and clerical work (volunteer).

In February Miss Kathryn E. Maxfield became director of the Arthur Sunshine Home and Nursery School for the Blind. Since then she has given two or three days a month to that institution and attended the A. A. I. B. Convention in St. Louis as their representative.

At the request of Mr. Farrell, much thought was given at the beginning of the year to the planning of a health program. Although such a program would not ordinarily come within the province of a psychologist, it was nevertheless felt that this time would be well spent because of the close relationship between a wholesome attitude toward physical health on the one hand and mental and emotional well-being on the other. The outline submitted to Mr. Farrell, Dr. Palmer and Dr. Elliott was approved by them, although Dr. Palmer felt that the program should be even more inclusive.

CONSULTATION WORK

During the last school year Miss Maxfield has had a total of 189 conferences with 38 pupils. In addition to these there have been more than 400 conferences with former students and visitors, and with adults having to do with the welfare of the pupils. Five badly adjusted students in the Upper School had regular weekly or semi-weekly appointments with Miss Maxfield over periods of months. In the Lower School careful and repeated observations were made on a few especially troublesome pupils. Three of these were in the boys' kindergarten and two were in the boys' primary

cottage. The types of problems brought to the Director of Personnel by the students in the Upper School represented the usual range to be found in any psychological clinic, — school and house maladjustments, love affairs, homosexual situations, vocational guidance, and college problems.

PSYCHOMETRIC WORK

Thirty-three new pupils have been measured by the Hayes-Binet or the Terman-Binet test, or both. In addition, 106 pupils were retested. This year the psychometrist, Miss Mabel Pottinger, followed a plan by which pupils were retested within two months of their birthdays wherever possible. Because of the amount of judgment which is required on the part of the tester in working with visually handicapped children, it has been thought advisable to obtain at least two, and whenever possible three, Binet results before a definite decision is made as to a pupil's degree and type of general intelligence, unless he tests very high or very low. Plans had been made to begin work on an alternate Binet test, with the help of Dr. Hayes, since evidence of coaching on the present form had been observed in some of the older students.

PSYCHOLOGICAL SERVICE

In connection with the psychological service to the New England States, three tests were given to children brought to the school by Mr. Riddervold for the State of New Hampshire; three were given for Massachusetts, two here and one in Holyoke; and sixteen for the State of Connecticut and the Hartford School, all of which were done in Connecticut. The testing in this service was done by both Miss Pottinger and Miss Maxfield. Through an arrangement with the Nursery for the Blind in Farmington, Connecticut, Miss Pottinger and Miss Maxfield visited that institution in the fall and inaugurated a developmental study of some of the children. During the course of the year twenty-five tests were given; developmental records were planned and given tentative trial; play equipment was studied, and suggestions for its construction or purchase were sent.

Among the minor psychometric studies done by Miss Pottinger, Miss Potts and Miss Mathias are: (1) placement of the weights test in the Hayes-Binet scale; (2) dolls for use in the six-year missing-parts test; and (3) number of students passing the Knox Lines test at superior adult level after failing to pass more than one test at average adult.

PHYSIOTHERAPY

During the past year Miss Charlotte Healy and Miss Thelma Peirce have taken care of the bandaging, massaging, exercising, baking and sometimes splinting of sprained or fractured joints. Of the 226 appointments of this type, most were referred by Dr. Palmer or Miss Mack. There have been approximately 8,520 other appointments, most of them with students who came twice a week or oftener for correction of faulty posture, lateral curves and poor arches. The physiotherapists have found time to give treatments to people not on the regular schedule, to organize the Merry-Sit-Up Posture

Club in the girls' primary, to prepare plasticine models of individual students, and to conduct a "posture week" in conjunction with the Physical Training Department. Such a heavy schedule would be impossible were it not for the assistance of the students-in-training in the physiotherapy course at the Harvard Medical School, who have come by twos for practice work four half-days a week.

SPEECH CORRECTION

After making a speech survey at the beginning of the year, Miss Sina Fladeland and Miss Albertina Eastman undertook remedial speech work with 63 pupils, most of whom came for regular appointments two or three times a week. The usual course in the principles of corrective speech was given by Miss Fladeland for the benefit of special methods students and of members of the staff who cared to take it. On the invitation of the Eastern Association for the Study of Disorders of Speech, Miss Fladeland gave a paper at their annual convention this spring. A "Program for Promoting Interest in Speech Improvement for 1933-1934" was prepared by them, and part of it was tried in the Boys' Upper School, through the interest of Mr. Andrews. The heightened interest which resulted among the teachers must partly account for the increased respect shown by the older pupils toward this work.

FIELD WORK

Field work was limited for two reasons: (1) approximately half of Mrs. Louise Swinerton Coburn's time was needed by the Medical Department, since she acted as relief nurse and took care of all clinic appointments; (2) Mrs. Coburn left Perkins on April first, and no one was appointed to take her place.

In addition to the 206 appointments kept by Mrs. Coburn, the homes of 41 pupils were visited, and a number of trips were made for the purchase and fitting of glasses or glass eyes. All our pupils in hospitals were visited, and, whenever possible, those who were ill at home. Visits were also necessary to a number of organizations and homes in connection with children who have been special problems. Mrs. Coburn also assisted all of the doctors.

EDUCATIONAL TESTING AND EXPERIMENTS

In the early fall, Stanford Achievement tests were given to Upper School students, and one set of reading tests was given to the Lower School. Another form of these tests, including the reading tests, was given in the Upper School in the spring. Since the school department plans to use the Stanford Achievement tests as one criterion for school placement of the pupils, it seemed necessary to experiment with methods of administration. In the fall the tests were given orally to the students, but in the spring the tests were brailled on inexpensive paper and the students crossed out the correct answer with a pencil, just as seeing children do. In spite of the unsatisfactory method of giving the tests in the fall, the results proved illuminating to the principal teachers.

The fall reading examination in the Lower School distinguished cases in which special remedial work is called for; as, for instance, that of a boy with an I. Q. of 140, who does only average third grade reading when he should be able to do at least fifth grade and probably sixth or seventh grade reading. The Gray Oral Reading Check tests were given to the children in the first three grades. They disclosed the wide variations in reading ability which are likely to appear in these early grades and which tax the ingenuity of the teachers.

During the course of the year the Seashore Music test study was completed. The results used by the principal in conjunction with the reports of the teachers should be of value in determining which children should continue music study. Miss Wilma Potts tried to find music tests which could be used to advantage with beginning music pupils, but a search of the literature revealed no tests which would apply. The lack of tests for younger children is due to the fact that music specialization does not occur with seeing pupils until approximately the fourth grade in most public school systems.

A study was made concerning the relative merits of the Taylor and the Boston type slates for use in arithmetic classes under Miss Maxfield's supervision. What little advantage in efficiency was found between the two slates was in favor of the Taylor. A study was also made in the Lower School of the relative value for class use of the board braille slate and the pocket slate, in order that Mr. Andrews might know which slate to eliminate from the classrooms. The difference between the two was not striking, but what slight advantage there was lay in favor of the pocket slate. On the whole, the students themselves prefer the pocket slate. The experiment was carried through almost entirely by Miss Potts.

SPECIAL STUDIES

In the late winter and early spring, at the request of Perkins and the Boston Nursery for Blind Babies, a suggested program of reorganization for the Nursery was prepared by Dr. Abigail Adams Eliot and Miss Maxfield. At the request of Mrs. Roland G. Hopkins, a study was made by Miss Maxfield of Patricia Homans, a congenitally deaf-blind child of four at the Boston Nursery, and recommendations for her training were submitted.

Between the first of February and the first of June an observational study was made of Leonard Dowdy. The record was taken on five or six days of the week, between the hours of 9.15 and 10.30. All observations were made by Miss Maxfield and Miss Potts. This record proved to be valuable in connection with a study of Leonard's vocabulary development and in the preparation of the records for use with Patricia Homans. For the use of the pupil-teachers who will be working under Miss Hall during the year 1934-1935, a monograph has been prepared by Miss Hall and Miss Maxfield covering Leonard's background of training before he came to Perkins, the mechanics of teaching speech to the deaf-blind, and the outstanding points in Leonard's personality development, as well as the results of the vocabulary study.

MISCELLANEOUS

During Christmas vacation Miss Maxfield completed a preliminary study of the pre-school blind child which was begun by her while she was still connected with the American Foundation for the Blind, and a paper based on this study was written for the March "Teachers Forum."

Last year a study was made by Miss Potts, at the suggestion of Miss Jessie A. Lane, on the amount of braille reading done by former pupils of Perkins who had I. Q.'s of 85 or less. The study was continued this year and might profitably be carried through another year. There are indications that it may be a waste of time to try to teach braille reading to children with I. Q.'s below 65 or 70 who show no special aptitude for reading.

Eye records of the new pupils were prepared for the National Committee on Statistics of the Blind. This work will need to be continued from year to year.

During the first half of the year, Miss Pottinger collected statistical information for Dr. Hayes for a study of the intelligence levels of Perkins pupils from year to year.

When clinics were in progress at the school, the Department co-operated with the doctor and nurse by giving the services of Miss Potts, Mrs. Coburn and, at times, Miss Pottinger. The eye and orthopedic clinics came entirely within the jurisdiction of this Department.

Before closing this report, the Director of the Department of Personnel and Research would like to call attention to the use which has been made in the school department of the studies conducted by Dr. Frieda Kiefer Merry while she had charge of the Department of Special Studies during the five years that the Lower School was used as an experimental center. As a result of her work, beginning readers are now taught braille grade 1½ from the first. Thus far the fear that the teaching of grade 1½ to beginners would demoralize their spelling and writing has not been justified. Mrs. Merry's studies relating to the most effective motivation of primary braille reading have been followed by the expansion of this type of program throughout the Lower School.

The Seashore Music tests which Mrs. Merry and her husband first used with the pupils at Perkins (they were also being tried with pupils in the Cleveland braille classes) are now in regular use with all pupils as they reach the fifth grade.

Although educational testing had been carried on irregularly ever since Dr. Samuel P. Hayes first adapted such tests for use with blind pupils, a routine testing program was not put into effect until Mrs. Merry introduced it in the Lower School. Such survey tests are now given twice a year in the Upper School and are soon to be used regularly in the Lower School.

This year a study of type slates has been continued. Mrs. Merry compared the relative values of the Cubarithme and the Taylor slates, whereas we compared the Boston and Taylor slates.

KATHRYN E. MAXFIELD.

DEGREE OF INTEREST IN READING

A Study of former pupils of Perkins whose I. Q.'s are 85 and under, made by the Department of Personnel and Research and printed here because of its timely interest, and for the information of any concerned with this special problem.

THE value of teaching braille reading to students with I. Q.'s of 85 or below has been the subject of much conjecture but little actual research. In an effort to discover the kind of material which would give some indication of the value the student himself places upon the ability to read, a study was made on the amount of reading done by former pupils after leaving Perkins. Only those pupils who had received a minimum of three years' instruction at Perkins and had I. Q.'s of 85 and below were chosen for the study. If any habits were ever to be formed, three years under the influence and encouragement of teachers who are enthusiastic about reading would be ample time for their formulation.

Since Perkins is one of the distributing centers for braille books, the study of the library files gives a fairly good test of the amount of reading done by these former pupils. One great source of error is that we do not know just how many of the volumes circulated were read, but since there is the trouble of sending in for the books and mailing them back, we would assume that they are not taken out just as a matter of form. Another source of error, from the point of view of interest in reading, is that we have no means of knowing how many read the braille "Weekly News," "The Matilda Ziegler Magazine" and other braille periodicals.

Of the 131 students on our records in the fall of 1932 who met the requirements for this study with regard to I. Q.'s and length of stay at Perkins, only 46 had withdrawn any books at all, and these had drawn anywhere from 1 to 68 books. Attention should be called here to the fact that we are speaking of *tiles*, not *volumes*. It is interesting to note that 8 of these 46 withdrew one book only. These 46 had remained at Perkins from three to seventeen years, with an average stay of six years. The number of years since leaving school ranges from six months to fifteen years, with an average of 6.4 years.

Because of the fact that a few students, apparently having a special reading ability, have read an unusually large number of books, the average is not so reliable an indicator of general trend as is the median. The *average* number of books read *per person* is 11.8, or 1.8 books per year, while the *median* is 7.5. This means that most people read less than two books a year.

A distribution table according to I. Q. was made in order to see if a definite lower limit of mentality should be established below which the person shows no interest in reading.

I. Q.	Number taking out Books	Median	Average
81-85	12 people out of 35 drew 106 books	6.0	8.8
76-80	9 people out of 32 drew 152 books	12.0	17.7
71-75	9 people out of 20 drew 98 books	2.0	11.0
66-70	10 people out of 19 drew 143 books	10.5	14.3
61-65	0 people out of 10 drew 0 books	-	-
56-60	5 people out of 8 drew 44 books	3.5	8.8
51-55	0 people out of 3 drew 0 books	-	-
Below 50	1 person out of 4 drew 1 book	1.0	1.0

With regard to the person with the I. Q. of 49 who drew out one book, it is highly probable that some parent or friend was responsible for getting it, and that it was never read. Had this former pupil been gifted with a special reading ability, doubtless the enjoyment of this book would have produced a desire for more. Omitting this case, then, no one with an I. Q. below 56 drew any books as far as we know. How definite we may consider this limit, however, is questionable because of the comparatively few number of cases we have been able to use.

In order to add to our information on the reading problem, the study was repeated in June, 1934, approximately a year and a half after the first. The list of pupils is the same except for the addition of six pupils who left school within that time and qualified as to I. Q. and length of stay at Perkins, and the omission of the one case below 50 because she had disappeared from the library files and was considered too doubtful to be counted before. The following results were obtained:

I. Q.	Number taking out Books	Median	Average
81-85	13 people out of 36 drew 144 books	9	11
76-80	9 people out of 32 drew 176 books	22	19.5
71-75	9 people out of 21 drew 263 books	12	29
66-70	11 people out of 22 drew 210 books	14	19
61-65	0 people out of 10 drew 0 books	-	-
56-60	5 people out of 8 drew 45 books	6	9
51-55	1 person out of 4 drew 1 book	1	1
Below 50	0 people out of 3 drew 0 books	-	-

Average number of years spent in school	8.28
Average number of years out of school	8.1
Average number of books read	17.5
Median number of books read	10.5
Average number of books read per year per pupil	2.2

Forty-eight out of 136 pupils who had I. Q.'s of 85 or below, and who had spent at least three years at Perkins, were found to have drawn books from the library according to this year's study, and these have drawn from 1 to 112 books since leaving school, with an average of 17.5 and a median of 10.5. Since the number of years out of school varies from one to seventeen, the average number of books per year read by each pupil is more significant than the general average.

It seems safe to assume that very few pupils with I. Q.'s below 65 profit by continued instruction in braille reading unless they have a special reading ability. Since some of those with the lowest I. Q.'s are in institutions for the feeble-minded, where their teachers require them to make at least a pretense of reading, this may in part account for the 45 books taken out by those with I. Q.'s between 56 and 60.

THE DEPARTMENT OF DEAF-BLIND

ALL our pupils were back and ready for work at the opening of the school year. There were no changes in the personnel of the group; it was, however, necessary to make several adjustments among our teaching force, as we depend upon the Harvard Class to supply our student help. In doing this it became necessary to introduce three different teachers during the year to carry on Earl Martin's arithmetic and social science work, and we are indebted to Miss Helppie, Mr. Doraiswamy, and Mr. Mukhdjian for their valuable assistance. Mr. Jablonske directed the reading and English. Earl did very good work this year. He has a bright mind and with personal instruction has been able to complete the requirements for the fourth and fifth grades.

Winthrop (Tad) Chapman entered high school, and because he has been trained in the oral method we were able to receive help from the high school teaching staff. Miss Barbour took charge of Tad's Latin and English, Mr. Jablonske, through the direction of Mr. Neal, taught the history, and the principal teacher took the algebra. Tad also took corrective gymnastics with Miss Peirce, weaving with Miss Herfurth, and piano work with Mr. Rubin. Mr. Karterud, teacher of language and music at the school for the blind in Norway, and a member of this year's Harvard Class, gave Tad lessons in Esperanto. In February, when it was necessary for Mr. Karterud to return to his home, Mr. Mukhdjian continued the teaching of Esperanto. Thus Tad's first year in high school was very successful and pleasant.

Clifton Sears, who had special instruction with us last year, was able this year to take the full course of work in the regular classes of the School.

We continued lip reading and auricular stimulation with Charline Stevens, and feel that she made decided improvement before her discharge at the end of the school year.

Leonard Dowdy, our six-year-old, has made great strides. He has over four hundred words at his command and an understanding of many more. He enjoys talking to himself by use of the Phipps Unit for five or ten minutes at a time. His understanding of word sounds through the Unit (a very different thing from understanding words through speech vibration received through his fingertips) has not been growing as rapidly as we had hoped; but, being able to contact the world of sound, Leonard's voice is retaining a very normal quality, and a few words are gradually being added to his hearing vocabulary.

In February of this year Miss Maxfield began an observational study of Leonard, which continued until the first of June. In the belief that such scientific research is a vital contribution to our work, we plan to continue it through the Personnel Department of Perkins.

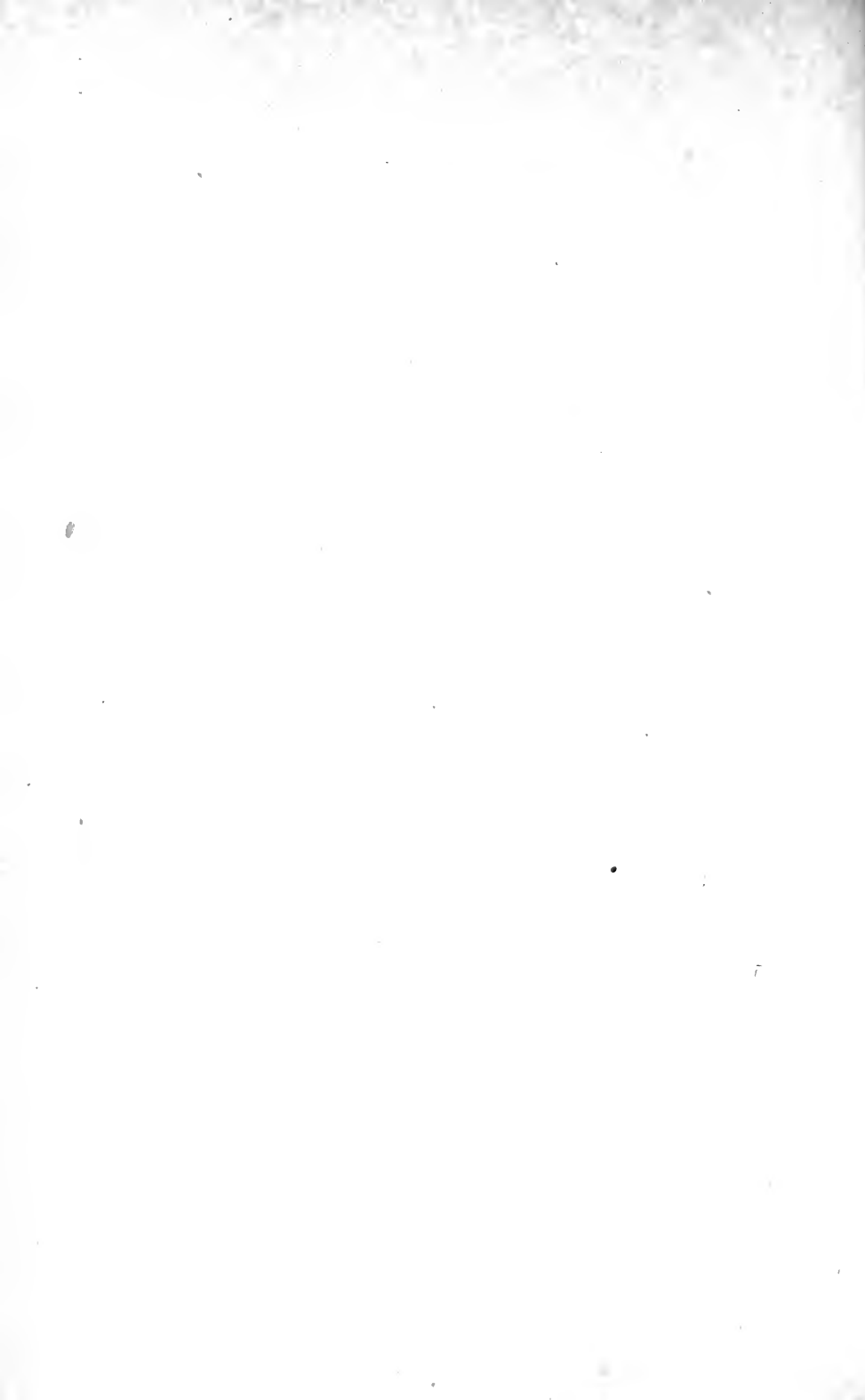
Each day is enriched by the joy of some scientific truth or a new assurance that little minds are becoming enlightened. So we are encouraged to go on together toward a higher attainment of our goal.

INIS B. HALL.



EARL MARTIN, CLIFTON SEARS, LEONARD DOWDY AND TAD CHAPMAN

“Listening” by Means of the Phipps Unit



THE DEPARTMENT OF HEALTH

Physician's Report

DURING the school year of 1933-1934 the Medical Department concentrated on three major objectives: First, a medical survey of all pupils was made in the fall with special scrutiny of new pupils and old pupils in the Lower School. Second, early reporting and conservative but vigorous treatment of respiratory disease was carried out, on the principle that it is not only easier but also safer to care for a greater number of slightly ill patients than a few very ill patients; moreover, early reporting and treatment probably prevent spread of infection. Third, a start was made in the use of modern, well-proved methods for protection of the pupils against the special infectious hazards of the age group to which they belong.

The medical examination of all pupils in the fall revealed that the group as a whole was comparable in a general way to any similar age group of public school children, except for vision. Those individuals who were under weight received high vitamin diets, with extra lunches. Twenty members of the nutrition class who were ten or more per cent under weight attained their optimum weight during the year. The weight of all pupils was followed carefully throughout the year, and our nutritionist is to be congratulated on the fact that the school's total gain was well-nigh a ton, or about six pounds per person.

Early reporting and vigorous treatment of colds reduced the number of respiratory infections worthy of the name to forty-one for the whole school, and kept the chief complication of this condition in children, namely, middle ear disease, at a minimum. There were four cases of acute middle ear disease and one simple mastoid.

The chief enemy of good health from adolescence to thirty-five years of age is pulmonary tuberculosis, and the chief aid in combating it is early diagnosis. Through the co-operation of the State Department of Public Health, Dr. Zacks, in charge of the Chadwick Clinic, made tuberculin tests of 240, or 89 per cent, of the pupils, of whom 80, or 34 per cent, showed suspicious reactions. All of these were examined by X-ray, and in only one was a suspicious lesion found. We are thus to a large extent insured against one of the major health hazards. Also through the State Department of Health 239 pupils were tested for susceptibility to scarlet fever. Eighty-one susceptible pupils received immunizing injections. The school already seemed fairly well protected against diphtheria. We plan to continue these measures of protection, and such others as are advisable to insure the pupils in so far as possible against the serious infectious diseases.

Of miscellaneous conditions there were three minor accidents, two deep infections of the hand. Of operations, there were two for acute appendicitis, two tonsillotomies, and one for deviated nasal septum. Of minor infectious

diseases, there were two cases of chicken pox and one of measles, all in adults. Strict isolation and good fortune prevented spread of either of these among the pupils.

ROBERT S. PALMER, M.D.

Dentist's Report

"Sound teeth are the natural accompaniment of a sound body." In keeping with the policy of the Medical Department to practice prevention, and convinced that a student can do his best work only when his body is in a state of health, the Dental Department has, during the past year, inaugurated a program for the prevention of dental disorders.

Not only have restorations been placed, but a research project has been undertaken in which a study of the relation of nutrition to dental health is being carried out. During the year talks were given and the co-operation of the students, matrons, teachers and members of the medical staff enlisted. Two examinations have been made, the first in November and the other in June. In these examinations were recorded the number of shallow and deep cavities, new fillings, extractions, retarded caries and other information. By comparing the second examination with the first it was possible to see just what changes had taken place between surveys, and to figure the incidence of dental decay per child.

From copies of weekly menus the average dietary of the cottages was calculated. The diet lists were studied and analyzed by Dr. Percy Howe of Forsyth Dental Infirmary and the supervisor of Forsyth nutrition department, who made certain recommendations. This project has just started, and conclusions cannot yet be drawn, but it is interesting to note that the nutrition is better at Perkins than at similar institutions, and the incidence of dental caries is much less. When this research endeavor has been carried on for a sufficiently long time the results will be written up.

The dental staff is quite proud of its new dental equipment and enlarged, well-lighted office. The new dental unit is of the latest type, and designed to aid in rendering the most proficient type of service.

The following is a summary of the operative work done in the Upper School:

Alloy fillings	167	Silver nitrate treatment	102
Cement fillings	65	Prophylaxes	21
Silicate fillings	42	Restorations (partial dentures)	4
Extractions	12	Completed cases (all work com- pleted)	40
Treatments	11		

MARK D. ELLIOTT, D.D.S.

Dentist's Report

The school year began with two new features for the Kindergarten Dental Department. A change has been made in the diet for the pupils of the Lower School. This diet is a great improvement, and is along the lines which at present are considered productive of sound tooth structure and a

help towards checking tooth decay. At present it is too early to state any definite results from this diet, and in a school where the children return home during the vacation periods it is impossible to have a definite check, but results in other institutions show that diet has a great deal to do with good tooth formation.

The dental room has been enlarged and the equipment brought up to date. This improvement is a great help and makes better working conditions.

The work done for the children attending the Kindergarten for the Blind during the school year ending June, 1934, is as follows:

Alloy fillings	356	Miscellaneous	75
Cement fillings	11	Permanent teeth extracted	6
Cement and alloy fillings	4	Temporary teeth extracted	43
Enamel fillings	14	Prophylactic treatments	126
Devitalized teeth treated	3	Impressions taken	6
Number of treatments	10	Irregularities corrected	2

Total number pupils treated:

Upper School	11
Kindergarten	109
New pupils	23

REINHOLD RUELBERG, D.M.D.

THE DEPARTMENT OF TEACHER TRAINING

THE fall of 1933 found the Teacher Training Department established in our new, commodious and well-fitted quarters in the Lower School. The lecture room with its new ceiling to prevent echo, its lecture chairs and other furnishings, made a cheery place to carry on our classroom work.

The class consisted of sixteen members, of whom three were blind, two had defective and eleven normal vision. Nearly all were of collegiate grade, and were, on the whole, the best prepared of any class we have received. It is now our policy to restrict the class to those with the best background of education, and those who are most likely to obtain employment in the field of service for the blind. One member of the class was from Norway, on leave of absence from his school in Trondheim; one, a student of our own, preparing for service in Greece; and one was from Honolulu, where she will have active charge of some of the work there. The others were from different parts of our own country.

Twenty-six topics were covered by lectures and reading, Dr. Edward E. Allen giving the most of them, assisted by the specialists whom he attracts about him. Thirteen visits of inspection were made to agencies engaged with the blind, and some of them excited so much interest that individual members of the class repeated the experience. Through the interest and zeal of Mrs. Hamman of Honolulu, herself a certified Red Cross braille transcriber, the class was given the opportunity of studying for the Red Cross certificate. All became skilled in the use of braille, and six were expert enough to secure the certificate.

The examination was given on January 27, 1934, and all passed. Their notebooks and final themes were of especially high order.

The Special Methods class opened on January 31, and numbered thirteen. Three of the class took the course for credit under the new arrangement with Harvard University Graduate School of Education, made possible by the interest of Dean Holmes. The usual course of lectures, conferences with the leader, observation and practice teaching was pursued. As visits to outside schools had proved valuable last year, this feature of the course was enlarged. The progressive schools of Shady Hill, Cambridge, and the Beaver Country Day School were visited frequently, and single visits paid to the Horace Mann School for the Deaf, Waverley School for the Feeble-minded, the Tewksbury Institution, and the Ruggles Street Nursery. One group went as far afield as the Clarke School for the Deaf in Northampton.

Each member of the class chose a special problem to report upon to the class, and made a careful study of it. The final examination on June 13 closed a busy, happy year. The group worked together harmoniously and steadily, and accomplished an unusual amount and quality of work. It gave us satisfaction to have with us young people of their constancy of purpose, and we hope they will have opportunity to do good service in the cause of the education of the blind.

JESSICA L. LANGWORTHY.

THE DEPARTMENT OF BUILDINGS AND GROUNDS

IT is an accepted fact in the building trade and among accountants that the theoretical depreciation of a structure extends over a period of twenty years. The buildings of the Perkins Institution at Watertown are now twenty-two years old, and we are finding ample evidence of the correctness of that depreciation theory. Replacement and reconstruction are now the accepted order of the day in all departments, and it is entirely probable that this process will continue for many years to come, if the buildings are to be kept in a serviceable condition.

During the past year, therefore, the efforts of the Buildings Maintenance Department have largely been concerned with upkeep and replacement, but not entirely to the exclusion of newer matters. Typical of the major replacement projects have been the installation of new timbers in the Lower School tower; the construction and installation of many new doors throughout the Institution; and the repainting of much brick work on the gable ends of all the cottages. Special attention has been paid to the upkeep of the children's cottages and dwelling-houses on the property. The Director's and Principal's cottages, the guest apartment, and the Engineer's and Steward's houses have all been put in good shape during the past twelve months. All of the children's cottages have had their share of painting and overhauling, so that another year will see them in a condition almost as good as new.

Because of the large program of improvements a year ago, little new work was undertaken within the houses at the Lower School. Some work was done in the Library and new cabinets were built in the assembly hall. In the Howe Building, however, many new projects were carried to completion. More shelves were built in the Library, and new lamps on the reading tables added to efficiency and beauty. Dwight Hall was renovated, with a rewiring and assembly of all electrical controls on one switchboard. A new sanitary and waterproof floor has been installed in the vocational room in the basement under Dwight Hall, and the room has been painted and changes made to permit its use for its new purpose.

Work of rehabilitation did not, however, exclude consideration of new projects for the year, chief among which was the construction during the summer of a sunny play terrace on the east side of Glover Cottage. This was a much needed improvement, which will be of great benefit to the children for sun-bathing and winter sports. Other new constructions include a brick porch added to the residence of the Principal and several new brick paths at important places. As an aid to sanitation a modern soap-dispensing system has been installed throughout the Howe Building. For the safety of the pupils a dual-control watchman system has been installed, together with twenty-five properly placed fire extinguishers of a new type. This installation (together with the sprinkler system installed last year) gives the Institution fire protection adequate to meet the most rigid insurance requirements.

For the completion of considerable special work, and for help in the vocational work, a skilled mechanic was employed throughout the year. A very successfully conducted automobile course for boys who are mechanically inclined took at least half of his time. Another share of his time was devoted to the making of chair frames to be used by the Industrial Department for instruction in upholstery work, this latter being a new endeavor in that department.

On the grounds as well as in the buildings age has taken its toll, and this year saw the removal of several dead trees. One of the trees which it was found necessary to remove was at least one hundred and fifty years old, and in addition there were a number of apple and pear trees which were a heritage from the time when the grounds were a private estate.

In general, however, the efforts of the Grounds Department has largely been one of maintenance, with as much emphasis as the budget would allow on beautification with flowers. Special effort has been made to brighten the gardens of the Infirmary and the closes. Thanks, also, to a special appropriation by the Trustees, the lawns in front of the Howe Building have been completely rebuilt.

Among a number of new projects for this year the most appreciated and therefore most worthy of mention was the installation of considerable new playground equipment, which is being greatly enjoyed by all of the pupils, for it is noted that blind children seem to get more pleasure out of swings and seesaws than do sighted children.

Once again this summer the vegetable garden was conducted for educational purposes, when it was used as a classroom by a group of three boys taking the gardening course, which was started in 1933 by the Superintendent. The experience of this year has demonstrated once more that boys with little or no sight can do most of the operations in the ordinary garden. The aim of these courses has been to give the boys a fundamental knowledge which might be of use to them in later years.

In conclusion, a word about the Household Department. Under the supervision of Mr. James Forkin at the storeroom, working in entirely remodeled quarters, the distribution section of this department has been enabled to render improved service. In the summer of 1933 the bakeshop was entirely renovated, and with new formulæ the bakeshop has found larger usefulness. In the Lower School the problem of proper dietary supervision has been solved by the addition to the staff of a trained nutritionist. A new system of ordering and a perpetual inventory have aided in completing what now seems to be a satisfactory arrangement of household service and maintenance.

In short, it might be said that the past year has been one of rehabilitation of physical property and the consolidation of activity, and with no great outward manifestation this department has been brought nearer to its ideal of rendering perfect service to plant and personnel alike.

NELSON COON.

THE WORKSHOP FOR ADULTS

THE Industrial Department has been favored with more work than it received the previous year. We were able to pay our twenty workers \$12,880.08, which is an increase over last year, but a little less than the average paid them for the past five years. The gross sales were \$34,903.99, which was 8 per cent better than the preceding year, but nearly 12 per cent less than the average for the past five years. A steady increase each month over the business received the corresponding month of last year gave us more confidence for the future. The final accounts will show an improvement in our finances over that of last year.

The increased business in large measure was due to newspaper advertising, and to announcements to our patrons printed in the raised Boston Line Letter type. The newspaper advertising was directed particularly to the residents of the North and South Shores, who were opening their summer houses. Our truck made weekly visits in each direction, calling as far north as Manchester and as far south as Hyannis. We hope to continue this in future. Likewise, we can call for bedding when the houses are being closed for the winter, store it in our workshop, and remake it in time for the spring opening. The "Line Letter" announcements brought many replies, — by the card enclosed with the letter, by telephone, and by personal calls at our salesroom. This type of announcement has always been particularly appealing to our Boston customers, for it is so distinctive of "Perkins."

During the year we put into service a new truck of the van type, which is roomier than the old one, and with its solid sides gives perfect protection to the contents in all weathers. The body of the other truck was also remodeled in the same style. They make a fine appearance on the road and are a good advertisement for our Workshop. Indeed, quite frequently our men will be stopped to take an order by some one who has work for us.

An ever-increasing number of mattresses are being sent to us to be remade into "inner spring" mattresses. For this purpose we use a particularly well-made unit of tempered steel, each spring lashed to the adjoining one with metal, thus offering a unit which will be "silent," serviceable and luxurious for many years of use. In these mattresses, as well as in all the other lines we follow, handwork always adds something which machine-made goods can never attain.

A number of our friends have inquired as to our status under the National Industrial Recovery Act, and we can now report that this has been recently determined. We will operate under Administrative Order X-9, which provides certain exemptions to handicapped workers. Accordingly we have signed the following pledge: "That we will not: (1) employ minors under sixteen years of age, except such as are here for instructional purposes as approved by a Regional Committee; (2) engage in destructive price cutting or any other unfair method of competition; (3) wilfully hamper or retard the purposes of said Title of said Act; and that so far as possible we will co-operate with the National Recovery Administration and will carry out the intent and spirit of said Title of said Act." In effect, we carry on as heretofore, paying the same wages for the same hours of work in the shops conducted for the

blind, most of which operate as much for the purpose of providing occupation in the performance of useful tasks as for the purpose of gaining a livelihood.

The committee of fifteen, representing the various industries engaged in by workshops for the blind in all sections of the country, was headed by Peter J. Salmon, a Perkins graduate, now Assistant Director of the Industrial Home for the Blind, Brooklyn, New York.

Our building continues to be the admiration of all who visit it, even the envy of the many officials connected with other workshops for the blind, who visit us to inquire into our operations and the extent of our equipment. Of the latter, we are fortunate that we can sterilize by gas and by steam, for the Boston Better Business Bureau is urging legislation to require proper sterilization of all bedding undergoing remaking in any shop in the state. Needless to say we are heartily in favor of such legislation, as it will weed out poorly equipped shops, which now give unfair competition.

As will be noted from an examination of the analysis of work done during the past two years, to be found below, we received and sent out more mattresses to individuals in the past year than the preceding one; also that many more chairs were recaned in the same period. Following our announcements, we were almost inundated for a time with chairs; indeed, we had so many that we called in a few extra helpers for a month or more in order to return them promptly.

Our oldest mattressmaker, Thomas Franey, passed away in January. He was over eighty years of age, and had retired from all active work seven years ago. He was born in Ireland, and settled in Waltham, where he lost his sight in a bleachery in 1872. The following year he came to the Workshop, while Dr. Howe was still the director of Perkins, and was a faithful and earnest workman. Tom initiated the present manager into all the tricks of the trade, so that he was the better able to inspect the finished product. All our men have the faculty of determining the quality of hair they are using by their touch, and in this Tom was especially gifted, for he could tell the value of hair in dollars and cents even better than the salesmen who sold it.

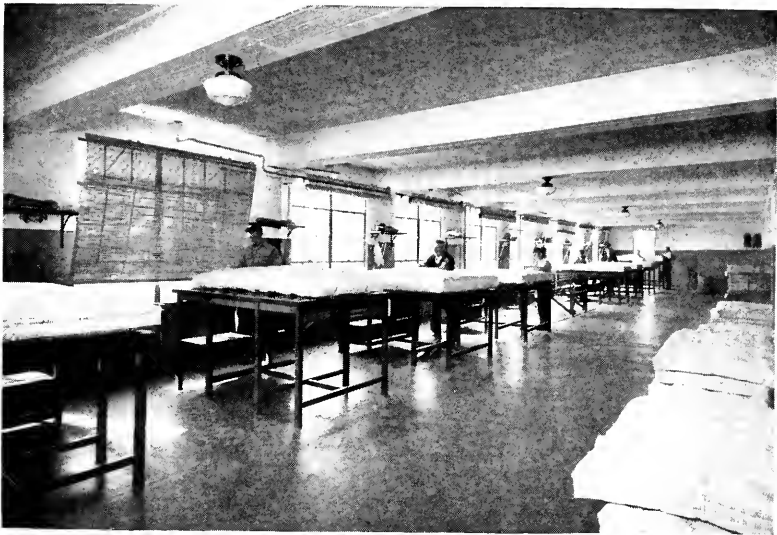
The following is a résumé of the work done and wages received during the fiscal years ending August 31, 1933 and 1934:

	1932-33	1933-34
Mattresses received from institutions, etc.	1,328	1,275
Mattresses received from individuals	1,539	1,659
Total mattresses received	2,867	2,934
New horsehair picked (pounds)	4,450	4,100
Old hair picked (pounds)	95,294	100,127
Mattresses, new and remade, sent out	2,909	2,979
Chairs recaned	2,505	3,407
Wages paid to seamstresses	\$1,143 56	\$1,050 80
Wages paid to mattressmakers	7,508 01	7,473 48
Wages paid to chaircaners	3,917 24	4,355 80
Total wages paid to blind workers	\$12,568 81	\$12,880 08
Sales for the year	\$32,211 43	\$34,903 99

FRANK C. BRYAN.



The Truck brings Mattresses



For Remaking in this Airy Shop

THE WORKSHOP AT SOUTH BOSTON



THE HOWE MEMORIAL PRESS

THE press has now been operating for the past year in the industrial building at South Boston, where all its activities are centered, except for the distribution of appliances at our in-town salesroom, at 133 Newbury Street. With all work done under one roof, we are better able to concentrate on any needful operation, making for more prompt deliveries.

Gradually our friends are becoming acquainted with the location of our appliance salesroom, and are directing their orders there; also many people in Boston and vicinity are making personal calls for appliances, games and stationery. Clear type books are also kept in stock there.

During the past year the press printed books containing 9,476 pages, of which 6,338 were printed for the Library of Congress. Twelve books in all were distributed to the twenty-four regional libraries: "Plutarch's Lives," Books III, IV, V and VI, in 4 braille volumes each; "Where the Blue Begins," by Christopher Morley; "Up from Slavery," by Booker T. Washington, in 2 braille volumes; "Protecting Margot," by Alice Grant Rosman, 2 volumes; "Pocahontas," by David Garnett, 3 volumes; "Mozart," by Marcia Davenport, 3 volumes; "The Enchanted April," by Lady Russell, 2 volumes; "Fraternity," by John Galsworthy, 3 volumes; and "The Prince," by Nicolo Machiavelli, 2 volumes. These books represent a total of 1,388 volumes sent out to the regional libraries. They are bound with stiff backs in 12-page sections. This style of binding calls for the stitching of each section to its neighbor. Our books are all hand-sewed, with linen thread, which is very durable, and makes a more flexible book than machine wire stitching. One of our Perkins girls, Julia Guiney, who has considerable vision, now sews all these books and does a very creditable job, equal to that done in the outside bindery where the covers are attached.

We also printed eighteen books for the use of the Kindergarten, and four more "Perkins Plays" were put into circulation. Six titles were done for Perkins, including a short story in grade 1 braille for the use of home teachers in starting their adult pupils in braille-land.

The Music Department embossed 1,153 pages of music during the year.

The boys of the Upper School are now publishing "The Perkins Goat," a monthly magazine in braille, and have sent out six numbers, beginning with the January, 1934, issue. Its editor stated in the opening number that the publication has the following aims: "First, to stimulate our students to genuine self-expression and creative writing; second, to keep former students and friends of Perkins in touch with activities and developments here; third, by book reviews and literary articles to help braille readers everywhere in their selection from the wide range of material now available."

Back in 1922, the boys of that year published "The Perkins Spirit," a braille monthly, of which Edward Liberacki was the editor. The students embossed the plates for this magazine and printed them also. This meant a

tremendous amount of work in the boys' free time, and explains why it was only carried on for six months. It is the aim of the present sponsors eventually to do all the mechanical work necessary in getting out "The Perkins Goat," but for the present our plant will assist them in the printing. The copy for each issue is brought to our stereotypists in South Boston, who emboss, proofread and correct the plates. These are then printed here, collated and stitched, and forwarded to Watertown, where the boys prepare them for mailing at the Watertown Post Office. On one occasion the entire editorial staff descended on us at South Boston and collated and stitched that month's edition themselves. The subscription of the magazine is set low, not much above the cost of the postage required. There are at present one hundred and fifty subscribers. In future, the magazine will be published during the ten months of the school year, beginning with the September 15 issue.

We have also printed three issues of "The Lantern" in braille. Mr. Farrell plans to issue the publication as a quarterly, beginning with the September 15 issue, and as it has no subscription price, permission has been granted by the post-office authorities to send it through the mails postage free. Already some three hundred and fifty copies of each issue are being sent out. This magazine is of particular interest to all Perkins people, and those desiring braille copies should communicate with Mr. Farrell at Watertown. Both these publications have a "Perkins Blue" cover, or as near that shade as we can obtain from our paper house.

The annual meeting of the National Association of Printers for the Blind was held at St. Louis in June, when the American Association of Instructors of the Blind held its biennial session. Our press was represented by Mr. Farrell, and the matter of a code under the National Recovery Act was the principal topic of discussion. A letter was read from an official of the N. R. A. stating that the unusual nature of our work, the publication of braille books, made it difficult to classify us properly under any code authorities now in existence, and further advising that as each press employs a number of blind people coming under the special Administrative Order X-9, which provides certain exemptions for handicapped persons, we should adopt a special code among the presses covering both blind and seeing employees.

We sold 1,930 braille slates of various sizes during the year, which was an increase over last year's output. Other articles were called for in the usual numbers. We completed fifty Perkins braillewriters, Model D, and have disposed of several of them. Over 700 fiber writing boards were distributed last year, quite a number of them being given to our state home teachers for their pupils. These are particularly useful for pencil writing. Recently we stocked a quantity of a new kind of writing board invented by Mrs. Mary Terry Clark of Ansonia, Conn., which is known as a grill slate and is intended for use with a stylograph or ink pencil. The wires of the grill rise enough above the paper, so that no blotting occurs when writing with ink.

A table giving the production and sale of appliances for the past year and the grand total since September, 1907, follows.

FRANK C. BRYAN.

WORK ACCOUNT FOR THE YEAR ENDING AUGUST 31, 1934

Plates embossed:		
Literature		9,456
Music		1,153
		<u>10,609</u>
Printing:		
Braille		625,065
Boston Line Letter		358,640
		<u>983,705</u>

APPLIANCES AND GAMES	Made this Year	Distributed this Year	Total Sold from Sept. 1, 1907, to Aug. 31, 1934
Pocket slates	674	895	17,143
Desk slates	720	1,026	18,234
Card-marking slates	50	19	184
Styluses	5,600	3,010	80,937
Braillewriters:			
Hall	—	—	145
Boston	—	—	68
Perkins model A	—	—	106
Perkins model B	—	—	100
Perkins model C	—	2	100
Perkins model D	49	5	6
Perkins Shorthand	1	1	13
Writing boards:			
Aluminum	540	31	1,708
Fiber	863	723	12,695
Aluminum alphabets	—	51	1,666
Wire signature guides	15	1	525
Peg boards:			
Plain	—	9	1,166
Reversible	—	8	290
Map cushions	—	2	81
Caning vises	—	1	69
Tennis racket vises	—	2	8
Wringer printing presses	—	—	14
Thermometers	—	14	221
Barometers	—	22	24
Season apparatus	—	—	3
Games:			
Checkers	125	165	3,566
Chess	—	—	2
Dominoes	144	78	2,607
Puzzle-peg	42	28	352
Cross-word	—	1	19
Playing cards	30	22	1,372

During the year the Press purchased letter-press books for the Special Reference Library and for the Circulating Library amounting to \$501.67, and purchased embossed books from other presses to the value of \$424.60, a total of \$926.27.

REPORT OF THE REGISTRAR

THE number of blind persons registered at Perkins Institution on the first of October, 1934, was 302, or 18 less than on the same date of the previous year. This registration includes 77 boys and 69 girls in the Upper School, 50 boys and 63 girls in the Lower School, 23 teachers and employees, and 20 adults in the Workshop at South Boston. There are also 13 resident students taking the Harvard course on the Education of the Blind. There have been 42 admitted and 60 discharged during the year.

We record with sorrow the death of Miss Bertha M. Buck, for twenty-eight years the faithful, painstaking teacher in the girls' primary department. Her sweetness of nature and serenity of spirit were reflected in the interest and steady progress of the young students under her quiet, efficient guidance. She was dearly beloved by her pupils and coworkers, who mourn her passing.

A serious loss to the bookkeeping department came through the death of Mrs. Retta Dailey Hartwell, which occurred in December, 1933, at her home. Always willing, cheerful and accurate, she had made a place for herself as an esteemed and valuable assistant.

Another link with the past was broken through the death, May 29, 1934, of Miss Sarah E. Lane, in the one hundredth year of her age. For more than thirty years she served as librarian of the Institution and aided Mr. Anagnos in his labors in establishing the Howe Memorial Press and the Kindergarten for the Blind, for many years acting as the treasurer of its Ladies' Auxiliary Society. Her quiet dignity, beautiful character and cheerful disposition made her an outstanding figure among Perkins' personages, where she was dearly beloved.

Two of the faithful old-time workers in the industrial plant at South Boston have died during the year, — Thomas Franey, thus employed from 1872 to 1928, and Stephen O'Leary, from 1872, at intervals, to 1930. The death of two former pupils during the year is also recorded, — Arthur L. Quirk, a graduate in the class of 1921, and Hermann M. Immeln, class of 1915, who had gone far through native intelligence and persistence, attained college and professional training, and reached a position of prominence and authority among workers for the blind.

Causes of Blindness of Pupils admitted during the School Year, 1933-1934. — Ophthalmia neonatorum, 1; optic atrophy, 5; optic atrophy and choroidal-retinal degeneration, 3; optic atrophy and macular degeneration, 1; congenital, 1; congenital optic atrophy, 11; congenital optic atrophy and degeneration of retina, 2; congenital cataract, malformation and microphthalmos, 1; congenital cataract and glaucoma, 1; cataract and congenital retinal and choroidal degeneration, 1; albinism, 1; interstitial keratitis, 1; buphthalmos, 2; disorganized globe, 1; disorganized lenses, 1; separation of retina and phtthisis bulbi, 1; accident, 1; leucoma of cornea and mem-

branous conjunctivitis, 1; macular degeneration, 1; microphthalmos, 1; retinitis pigmentosa, 1.

GRADUATES OF THE CLASS OF 1934 — Joseph M. Butler, Edward Paul Connelly, William L. Cook, Blanche Antoinette Duquette, Joseph Rene Gagnon, Rena Granger Guernsey, Francis X. Hanley, Geraldine Elizabeth Hinckley, Annie Rose Moses, John P. Nagle, Norman Neal Pike, Ralph M. Porter, Ralph Lawrence Thompson, Edouard E. Vachon, Cora Elizabeth Withrow.

CERTIFICATES FROM THE MANUAL TRAINING DEPARTMENT — Blanche A. Duquette, Grace C. Hamman, Alice L. Stewart.

ANNA GARDNER FISH.

LIST OF PUPILS

OCTOBER 1, 1934

UPPER SCHOOL

Accorsi, Annie.
Beaudoin, Marie.
Bedrosian, Mary.
Bradley, Doris G.
Bresnahan, M. Fay.
Buckley, Frances A.
Burt, Eleanor T.
Candage, Rachel E.
Chelifou, Doris E.
Clarke, Virginia.
Coombs, Shirley.
Correia, Angelina.
Correia, Fanny.
Corsi, Angelina.
Cox, Ruth A.
Crossman, Evelyn M.
Czyzewski, Margaret J.
Dardioli, Luigina.
Dean, Virginia M.
Della Morte, Maria.
Del Padre, Eva.
Downey, Mary A.
Falcione, H. Olga.
Farmer, Regina J.
Foley, V. Marion.
Getchell, Barbara.
Harley, Rita M.
Homer, Georgianna.
Irwin, Eleanor I.
Irwin, Helen M.
Johnson, Doris L.
Kennedy, Ethel I.
Kovalczyk, Lorraine.
Lerner, Marion M.
Libbey, Fannie E.
Logan, Mertys M.
Lord, H. Edith.
McNamara, Eileen.
McNamara, Lorraine.
Mierzewski, Stephanie.
Miller, M. Alice.
Moreau, Barbara L.
Mullaney, Margaret L.
Nickerson, Vivian M.
Nicolais, Lucy.
Nicolauou, Kyriake.
Nowicki, Janina.
O'Donnell, Louraine.
Oulton, Sabra.
Pavia, Anna E.
Pepe, Carmella.
Pepe, Philomena.
Pomerleau, Grace.
Potter, Ruth.
Reese, Helen.
Reinert, Elsie.
Reinert, Marion.
Roy, Catherine L.
Shiros, Anna.
Stanevicz, Mary.
Surprenant, Lillian V.
Swanson, Grace E.
Szezerba, Mary.
Taylor, Everill.
Thorne, Alice B.
True, Wilma L.
Wadleigh, Beatrice.
Wolfson, Martha.
Youngblood, Mary J.
Younie, Bernice E.
Adams, Raymond G.
Barker, Douglas H.
Benoit, Joseph C.
Bessette, Francis E.
Brothers, C. Lewis.
Brzoza, Walter.
Calderaro, Rosario.
Campbell, Peter F.
Caroselli, Andrea.
Carr, Walter P.
Casella, Charles.
Cetto, Joseph.
Chapman, Winthrop C.
Chombeau, Bertrand.
Cirella, Anthony.
Cliche, Emery.
Close, Malcolm G.
Cook, William L.
Cookson, Robert.
Cormier, Alfred.
Delaney, James D.
Di Francesco, John.
Dowdy, Leonard.
Ellis, Warren P.
Feleciano, Ralph F.
Fitzpatrick, Henry.
Fox, Robert F.
Gagnon, Rene.
Gambardelli, Arthur J.
Garaventa, Arthur.
Gifford, D. Paul.
Giuliano, Paolo.
Hannon, James E.
Hutchinson, William L.
Ireland, Carl V.
Johnson, William M.
King, John C.
Kwoisnicski, Thad. W.
Lahti, George V.
Legasse, Silvio.
MacLaughlin, Leroy B.
Marchisio, Guido.
Marinello, Domenic.
Martin, Earl.
Maynard, Merrill A.
McGillicuddy, John L.
Medeiros, Joseph.
Michaud, J. Armand.
Miskiaivitch, Norbert.
Morrison, John J.
Morrissette, Emile.
Neuwirth, William A.
Nichols, Alaric G.
Nichols, Hayden A.
Pasterczyk, Henry.
Pike, Harold.
Pike, N. Neal.
Plourde, Gilbert.
Pollino, Anthony.
Raczkowski, Teddy F.

Rainville, Hervey L.
Ramos, Joseph.
Scott, Robert J.
Sears, Clifton L.
Serino, Joseph.
Small, Philip L.
Sprague, Charles R.
Stec, Edward R.
Stevens, Bernard F.

Swett, Frank A.
Tancelle, Gideon.
Thompson, R. Lawrence.
Tobey, Arthur W.
Tulip, David J.
Vincent, A. Roy.
Williams, Clifford.
Youngblood, Charles H.

LOWER SCHOOL

Andrews, Mary.
Beaudette, Marie B.
Blakely, Priscilla.
Blanchette, Esther A.
Boudreau, Louise.
Budrow, Florence Y.
Cavanaugh, Gertrude E.
Cerullo, Ida.
Corkum, Jacqueline T.
Costa, Alice.
Coutu, Ida M.
Davy, Lillian.
Delorey, Elizabeth A.
Deschesne, Marie.
Devino, Catherine L.
Donovan, Mary E.
Drake, Elaine M.
Farias, Alice.
Fay, Madelyn M.
Gaudreau, Lorraine N.
Gibalerio, Kathryn Z.
Graham, Alvaetta.
Gurry, Martha V.
Hayman, Margaret L.
Helbert, Catherine T.
Herron, Edith.
Herron, Melina.
Johnson, Virginia L. D.
Langlois, Estelle Y.
Lovejoy, Mildred E.
Lovett, Thelma L.
Lozo, Annie M.
Maffini, Gloria F.
Marrama, Josephine.
Martinelli, Mary P.
McIntosh, Marjorie A.
Medeiros, Kathleen R.
Metcalf, Gloria C.
Minezzi, Virginia L.
Mulford, Norma J.
Murby, Harriet E.
Nadeau, Cecile.
Nicholas, Bernice.
Nicholas, Doris.
O'Shea, Anita M.
Otero, Carmella.
Papagno, Mary.
Patch, Joyce M.
Pepe, M. Angelina.
Porcaro, Helena R.
Porcaro, Marcelline M.
Price, Ruth E.
Regan, Mary.
Reynolds, Dorothy H.
Robbins, Mary.
Roode, Marilyn.

Siefert, Helen.
Stanley, Norma M.
Tebbetts, Margaret E.
Terrien, Alice M.
Tirocchi, Salma.
Tramontozzi, Elena.
Allen, Alden E.
Autuori, Americo.
Beaudry, Roger W.
Bik, Dimitry.
Boroni, Gene.
Bradford, James A.
Briggs, Clarence.
Broadbent, Samuel A.
Burke, William.
Ciattoni, Joseph.
Cordeau, Francis R.
Correia, Frank.
Correia, Joseph.
Corsi, Alfred.
Costa, Jesse.
Crane, Richard L.
Devino, Francis.
Eaton, Richard L.
Evensen, Richard H.
Fortes, Andrew.
Fournier, Arthur J.
Fournier, Francis J.
Fried, A. Robert.
Gayzagian, Albert K.
Graham, Douglas M.
Haggett, Earl.
King, Carl S.
Kiwior, Bronislaw.
Lewis, Winfield E.
Macomber, Hollis N.
MacShawson, Irving J.
McKenne, Thomas M.
Merriam, Donald P.
Morris, Kenneth A.
Moseley, Edward L.
Murphy, William H.
Nicholas, Leo.
Patch, Robert L.
Rosati, Ettore G.
Sacco, Anthony.
Saint, W. Francis.
Santangelo, Samuel P.
Southern, Charles D.
Strangis, John F.
Thornton, Ralph E.
Van Vliet, Franklin E.
Walsh, James.
Zarr, Alexander.
Zarr, William.
Zermas, George.

ACKNOWLEDGMENTS

I. — ACKNOWLEDGMENTS FOR CONCERTS, RECITALS AND DRAMATICS

To Miss MARY STRICKLAND, for twenty tickets for a joint concert by the Harvard and Yale glee clubs in Sanders Theatre, Cambridge; and for thirty tickets for a concert by the Harvard Glee Club and the Radcliffe Choral Society in Symphony Hall, Boston.

To Mr. AARON RICHMOND, for eight tickets for the Andersens-Scionti recital in Jordan Hall, Boston.

To Miss M. DEC. WARD, for the use of a symphony ticket; and again, in behalf of the Boston Tuberculosis Association, for two tickets for the Dorothy George recital.

To Mrs. BENJAMIN D. SABINE, for the use of two symphony tickets; also for two tickets for an orchestral concert at the New England Conservatory of Music, Boston.

To Mrs. FRANK CHOUTEAU BROWN, for ten tickets for a concert by the Boston Music School Settlement in Jordan Hall, Boston.

To the WATERTOWN SQUARE THEATRE, through Mr. ALBERT COHEN, manager, for a general invitation to a screen production of "Little Women."

To the PEN, PAINT AND PRETZEL CLUB of Tufts College, through Prof. W. N. MORSE, for an invitation to the "Perkins Players" to attend a dress rehearsal of a dramatic presentation.

II. — ACKNOWLEDGMENTS FOR RECITALS AND LECTURES IN OUR HALL

To Dr. SAMUEL P. HAYES, for talks on "Courtesy," on "Absent-mindedness" and on "Slang."

To Mr. HOWELL CULLINAN, for a talk on experiences in broadcasting news for the "Boston Globe."

To Mr. CHARLES LITTLE, violinist, and Mrs. ANN CHAMBERLAIN, accompanist, for a recital.

To Miss MARGARET BOURKE-WHITE, for a talk on experiences in advertising photography.

To the BOSTON UNIVERSITY GLEE CLUB, for a concert.

To Mr. WILLIAM D. STRONG, for a pianoforte recital.

To a string quartet, composed of Messrs. PAUL BAUGUSS, WALTER SCHEIRER, SYDNEY ABBOT and CLYDE MACDONALD, for a concert of chamber music, in connection with Mr. Jenkins's course on "Music Appreciation;" and to Mr. BAUGUSS, for violin solos.

To Miss FLORENCE ANDREW, for an evening's entertainment of humorous readings.

To Mr. ERNEST BEAUFORT of the "Christian Science Monitor," for a talk on "Peace or War — Which?"

To the patriotic organizations of Watertown, for exercises in commemoration of Memorial Day.

To the WALTHAM MOTHERS' CLUB, for a vocal concert and a one-act play.

To Mrs. CORA L. GLEASON, Dr. O. H. BURRITT, Father GEORGE P. O'CONNOR, Dean PHILEMON F. STURGIS, the Rev. BOYNTON MERRILL, and the clergy of Watertown, for chapel talks.

To Prof. JOHN VARNEY of New York University, for a talk on poetry.

To Lieut. BENJAMIN S. MESICK, for a talk on the Watertown Arsenal.

To the AMERICAN GUILD OF ORGANISTS, through Dean FREDERICK JOHNSON, for a service.

III. — ACKNOWLEDGMENT FOR BOOKS AND PERIODICALS

Embossed Periodicals. — American Review, The Beacon, Braille Courier, Braille Star Theosophist, Catholic Review, Christian Record, Christian Science Bible Lessons, Church Herald for the Blind, Esperanto Ligilio, The Evangel, Herald of Christian Science, The Illuminator, International Braille Magazine, Jewish Braille Review, Lions Juvenile Braille Monthly, Lutheran Herald for the Blind, Lutheran Messenger for the Blind, Matilda Ziegler Magazine, Maryland Oriole, Messenger to the Sightless, National Magazine for the Blind, Our Special, Red and White, The Searchlight, Texas Meteor, Weekly News.

Letter Press Periodicals. — Arizona Cactus, Colorado Index, Mentor, Ohio Chronicle, Optimist, Our Dumb Animals, Rocky Mountain Leader, Utah Eagle, West Virginia Tablet.

To the BRAILLE INSTITUTE OF AMERICA, Miss MARY BURROUGHS, Miss HARRIET E. JEFFERS, HALVDAN KARTERUD, Miss MILDRED PUFFER, Rev. W. H. ROOTS, SOUTHEASTERN PENNSYLVANIA CHAPTER AMERICAN RED CROSS, Deaconess M. W. TILESTON, for embossed books.

To EDWARD E. ALLEN, MABEL ALLEN, NELSON COON, K. K. KAWAKAMI, ELLEN KERNEY, M. E. MARTIN, Mrs. L. H. MONKS, NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION, EVELYN M. WATSON, for letter press books.

To ELLA M. AYLESBURY, ELIZABETH WHITE BARCLAY, IDA BAYLIES, JANET H. CAIRNS, ALICE B. CONGDON, MARY CONLAN, MARION S. CUSHING, EDITH DE DOMINICUS, JESSIE A. GOLDTHWAITE, MARION HANRAHAN, SYLVIA DELANO HITCH, FRANCES J. KENDRICK, ALMIRA BLANCHE KENNEY, FLORENCE K. KEPNER, RUTH KEYES, MARION E. MCAULEY, BARBARA A. MCCLUNG, Mrs. NORMAN MORRELL, ADELE H. OGDEN, STELLA L. PARSONS, CAROLINE A. POWELL, MARTHA K. THOMPSON, MARY DUNCAN UPHAM, ANITA S. WARD, ETHEL WOLOD, for hand-transcribed books.

To the BOSTON CHAPTER AMERICAN RED CROSS for binding many hand-transcribed books.

IV. — ACKNOWLEDGMENTS FOR GIFTS

To Mrs. E. PREBLE MOTLEY, Mrs. MAUD M. BUNTIN, Mr. FRANCIS J. FOLEY and the GIRLS' CLUB at Trinity Church, Boston, through Miss ELIZABETH TOWLE, for gifts of money at Christmas time and for special purposes.

To the SUNDAY SCHOOL of the SECOND CHURCH of West Newton, through Miss DORIS LOVELL, and to Mrs. MILDRED DARTE, for clothing.

To the BOSTON COMMITTEE FOR THE BLIND, Mrs. FRED HOCHBERGER, chairman, Mrs. HENRY E. FRIEDMAN, chairman of entertainment, for gifts of money, clothing, confectionery, ice cream and cake, sociables for the cottage families, personal service to certain pupils, assistance in providing camping trips for some of the boys, and regular conveyance for several pupils to and from Temple Israel, Boston.

To the WATERTOWN LIONS CLUB, for affording camping privileges for several pupils.

To Mr. LEROY EATON, Mrs. EDWARD MOSELEY, Mr. FREDERICK FLANDERS, Miss NETTIE B. VOSE, Mr. WILLIAM MURPHY, Miss HELEN M. KELSEY, Miss BLANCHE LITTLE and Mrs. ANTON R. FRIED, for confectionery and fruit; and to Mr. MURPHY and Miss LITTLE, for pop-corn balls.

To Supt. G. E. LINEBERRY of the North Carolina School for Blind and Deaf, for a carton of peanuts.

To Miss VOSE, Mrs. MOSELEY and Miss KATHERINE MCCARTHY, for valentines; and to the JUNIOR RED CROSS COUNCIL, for embossed Christmas cards.

To Mrs. FRIED and to the Watertown Shoe Store, for a collection of toys; and to Miss TWELDA MANSON, for flute whistles.

To Mrs. GEORGE H. MONKS, for a radio for Potter Cottage; to Mrs. C. C. FELTON, for piano-player rolls; and to Mrs. C. S. COBB, for Ampico and phonograph records.

To Miss CLARA W. EATON, daughter of an esteemed alumnus of many years ago, for a two-manual pedal reed organ, very acceptable for practice work.

To Miss EMELINE GOSSE, for music; and to Mrs. ANNA MAY PEABODY and Mr. KENNETH DAMREN, for the loan of records of bird songs, made by Mr. Edward Avis.

To Deaconess M. W. TILESTON, for braille slates and writing boards; and to Miss E. R. SHAW, for a set of charts.

To Mrs. MAYNARD LADD, sculptress, for the entertainment of some of the pupils at her studio.

To Miss MARY H. BUCKINGHAM, for pictures of Laura Bridgman, famous deaf-blind pupil, and her teacher, Miss Sarah Wight, and for specimens of Laura's handiwork; and to Mr. PHILIP CASWELL, nephew of Oliver Caswell, also deaf and blind, for the gift of his uncle's watch for the museum.

To Miss LIDA MALONE, for a collection of leaves from Florida.

STATEMENT OF ACCOUNTS

BOSTON, September 22, 1934.

To the Board of Trustees, Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts.

GENTLEMEN: — I have audited the accounts of Albert Thorndike, Treasurer of the Institution, for the fiscal year ending August 31, 1934, and have found that all income from investments and proceeds from sales of securities have been accounted for, and that the donations, subscriptions, miscellaneous receipts, as shown by the books, have been deposited in bank to the credit of the Treasurer of the Institution.

I have vouched all disbursements and verified the bank balances as at the close of the fiscal year.

All of the securities, as shown by the books, were verified by certification of the custodian, the New England Trust Company.

In my opinion, the accompanying statements, covering the Institution, Howe Memorial Press Fund, and Kindergarten, correctly set forth the income and expenditures for the fiscal year ending August 31, 1934.

Respectfully submitted,

JOHN MONTGOMERY,
Certified Public Accountant.

INSTITUTION

BALANCE SHEET, AUGUST 31, 1934

<i>Assets</i>		
<i>Plant:</i>		
Real estate, Watertown — less depreciation	\$463,969 90	
Real estate, South Boston	90,000 00	
Real estate, Boston	44,301 68	
		\$598,271 58
<i>Equipment:</i>		
Furniture and household	\$6,104 73	
Tools, etc.	11,391 47	
Music department	23,575 00	
Library department	107,908 24	
		148,979 44
Works department		25,140 11
<i>Investments:</i>		
Real estate	\$265,178 74	
Stocks and bonds	1,769,241 22	
Stocks and bonds — Varnum Fund	182,345 44	
Stocks and bonds — Baker Fund	13,669 61	
Mortgage receivable	900 00	
		2,231,335 01
Inventory of provisions and supplies		4,084 38
Accounts receivable		6,773 81
Cash on hand		8,497 83
		2,250,691 02
Total		\$3,023,082 16
<i>Liabilities</i>		
General account		\$257,149 39
<i>Funds:</i>		
Special	\$105,711 34	
Permanent	574,363 49	
General	2,073,980 97	
		2,754,055 80

Unexpended income, special fund	\$10,608 39
Gift for clock	1 00
Accounts payable	534 39
Vouchers payable	733 19
Total	\$3,023,082 16

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1934

Rent, net loss		\$1,137 23
Interest and dividends, general purposes	\$70,167 89	
Interest and dividends, special funds	4,751 61	
Interest and dividends, Varnum Fund	9,251 00	
		84,170 50
Annuities		484 06
Donations		1,077 00
Tuition and board, Massachusetts	\$60,280 00	
Tuition and board, others	32,766 16	
		93,046 16
Total		\$177,640 49
Less special fund income to special fund accounts	\$4,751 61	
Expenses, 133 Newbury Street	41 50	
Depreciation on building, 133 Newbury Street	419 57	
Fire insurance	370 56	
Treasurer's miscellaneous expenses	1,528 37	
Pensions	4,984 00	
		12,095 61
Net income		\$165,544 88
Net charge to Director		155,889 75
		\$9,655 13

Director's Expense Account

YEAR ENDING AUGUST 31, 1934

Administration:		
Salaries	\$7,608 41	
Supplies	836 54	
Telephone and telegraph	715 26	
Publicity	1,243 99	
		\$10,404 20
Special departments:		
Library salaries	\$1,133 37	
Library supplies	226 07	
		\$1,359 44
Health salaries	\$1,887 50	
Health supplies	362 72	
		2,250 22
Hospitalization		90 78
Personnel salaries	\$2,937 50	
Personnel supplies	285 32	
		3,222 82
		6,923 26
Education:		
Literary salaries	\$24,430 00	
Literary supplies	1,273 26	
		\$25,703 26
Manual training salaries	\$9,000 00	
Manual training supplies	414 65	
		9,414 65
Music salaries	\$7,170 00	
Music supplies	627 12	
Depreciation music department	475 00	
		8,272 12
		43,390 03

Household:			
Salaries		\$18,642	48
Food		15,372	69
Furnishings and supplies		3,608	69
Laundry salaries		2,198	37
Laundry supplies		177	64
Depreciation on furnishings and household equipment		1,018	04
			<u>\$41,017 91</u>
Maintenance:			
Engineers' salaries	\$6,824	60	
Light, heat, power and supplies	13,036	99	
			\$19,861 59
Building salaries	\$4,571	98	
Building supplies	2,381	14	
Building repairs	826	08	
			7,779 20
Ground salaries	\$3,614	10	
Ground supplies	655	52	
Ground improvements	690	50	
			4,960 12
Depreciation on buildings, Watertown			14,156 98
Depreciation on tools and equipment			565 72
			<u>47,323 61</u>
Other expenses:			
Automobile	\$709	89	
Liability insurance	1,397	35	
Extraordinary	425	19	
Industrial department	480	35	
Loss on bad accounts	511	00	
Tuning department	3,019	40	
Net loss — Works department	4,910	65	
			\$11,453 83
Total other expenses			
Less credits:			
Industrial department	\$958	74	
Manual training department	130	60	
Discounts	253	36	
Tuning income	3,280	39	
			4,623 09
			<u>6,830 74</u>
Net charge to Director			<u>\$155,889 75</u>

Income Special Funds

On hand September 1, 1933		\$9,751	85
Add income 1933-1934		4,751	61
			<u>\$14,503 46</u>
Total			3,895 07
Distributed			
Unexpended income August 31, 1934			<u>\$10,608 39</u>

WORKS DEPARTMENT

BALANCE SHEET, AUGUST 31, 1934

<i>Assets</i>			
Cash		\$746	82
Accounts receivable		3,848	17
Merchandise inventory		7,135	68
Machinery and tools		4,769	84
Furniture and fixtures		7,336	00
Auto trucks		1,303	60
			<u>\$25,140 11</u>
Total			

<i>Liabilities</i>		
Main office		\$30,050 76
Less — net loss		4,910 65
Total		\$25,140 11

PROFIT AND LOSS, AUGUST 31, 1934

<i>Revenue</i>		
Sales		\$34,903 99
<i>Expenditures</i>		
Materials used	\$7,866 43	
Salaries and wages	25,863 87	
General expense	3,914 86	
Auto expense	816 63	
Total expenditures		38,461 79
Loss		\$3,557 80
Add:		
Depreciation on fixed assets	\$1,218 35	
Loss on bad accounts	172 40	
		1,390 75
Total		\$4,948 55
Less:		
Bad debts recovered		37 90
Net loss for the year ending August 31, 1934		\$4,910 65

INSTITUTION FUNDS, AUGUST 31, 1934

Special funds:		
Robert C. Billings (for deaf, dumb and blind)	\$4,000 00	
Marks I. Cohen (for Jewish children) (spent)	—	
John D. Fisher (education teachers and others)	5,230 00	
Joseph B. Glover (for blind and deaf)	5,000 00	
John Goldthwait (charitable)	1,333 15	
Harris Fund (outdoor relief)	26,667 00	
Maria Kemble Oliver (concert tickets)	15,000 00	
Prescott (education teachers and others)	21,231 45	
Elizabeth P. Putnam (higher education)	1,000 00	
Richard M. Saltonstall (use Trustees)	3,000 00	
A. Shuman (clothing)	1,000 00	
Thomas Stringer (care of T. S., etc.)	15,880 32	
Julia E. Turner (education of worthy needy)	6,369 42	
		\$105,711 34
Permanent funds (income for general purposes):		
George Baird	\$12,895 21	
Charles Tidd Baker	13,691 09	
Charlotte Billings	40,507 00	
Frank W. Boles	76,329 02	
Stoddard Capen	13,770 00	
Jennie M. Colby, in memory of	100 00	
Ella Newman Curtis Fund	2,000 00	
Stephen Fairbanks	10,000 00	
David H. Fanning	5,010 56	
Helen Osborne Gary	10,000 00	
Harris Fund (General Purposes)	53,333 00	
Harriet S. Hazeltine Fund	5,000 00	
Benjamin Humphrey	25,000 00	
Prentiss M. Kent	2,500 00	
Kate M. Morse Fund	5,000 00	
Jonathan E. Pecker	950 00	
Richard Perkins	20,000 00	
Henry L. Pierce	20,000 00	
Mrs. Marilla L. Pitts, in memory of	5,000 00	
Frederick W. Prescott, Endowment	25,338 95	
Frank Davison Rust Memorial	4,000 00	
Samuel E. Sawyer	2,174 77	

Permanent funds (income for general purposes) — *Con.*

Charles Frederick Smith	\$8,663 00
Timothy Smith	2,000 00
Mary Lowell Stone Fund	4,000 00
George W. Thym	5,054 66
Alfred T. Turner	1,000 00
Levina B. Urbino	500 00
William Varnum Fund	182,552 23
Ann White Vose	12,994 00
Charles L. Young	5,000 00

\$574,363 49

General funds (principal and income for general purposes):

Elizabeth B. Allen	\$500 00
Charlotte H. Andrews	15,169 87
Ellen S. Bacon	5,000 00
Elizabeth B. Bailey	3,000 00
Eleanor J. W. Baker	2,500 00
Calvin W. Barker	1,859 32
Lucy B. Barker	5,953 21
Francis Bartlett	2,500 00
Elizabeth Howard Bartol	5,000 00
Mary Bartol	300 00
Thompson Baxter	322 50
Samuel Benjamin	250 00
Robert C. Billings	25,000 00
George Nixon Black	10,000 00
Susan A. Blaisdell	5,832 66
Dehon Blake	500 00
William T. Bolton	555 22
George W. Boyd	5,000 00
Caroline E. Boyden	1,930 39
Mary I. Brackett	5,263 33
J. Putnam Bradlee	268,391 24
Charlotte A. Bradstreet	23,273 49
Ellen F. Bragg	8,006 68
Lucy S. Brewer	10,215 36
Florence N. Bridgman	500 00
J. Edward Brown	100,000 00
Maria A. Burnham	10,000 00
T. O. H. P. Burnham	5,000 00
Abbie Y. Burr	200 00
Annie E. Caldwell	4,000 00
Emma C. Campbell	1,000 00
Ellen G. Cary	50,000 00
Edward F. Cate	5,000 00
Robert R. Centro, in memory of	10,000 00
Fanny Channing	2,000 00
Mary F. Cheever	200 00
Ida May Chickering	1,052 03
Ann Eliza Colburn	5,000 00
Susan J. Conant	500 00
William A. Copeland	1,000 00
Louise F. Crane	5,000 00
W. Murray Crane	10,000 00
Harriet Otis Cruft	6,000 00
David Cummings	7,723 07
Chastine L. Cushing	500 00
I. W. Danforth	2,500 00
Charles L. Davis	1,000 00
Susan L. Davis	1,500 00
Joseph Descalzo	1,000 00
Elsie C. Disher	163,250 07
John H. Dix	10,000 00
Mary Frances Drown	20,762 43
Alice J. H. Dwinell	200 00
Amelia G. Dyer	40,043 00
Mary Agnes Eaton	2,978 88
Mary E. Eaton	5,000 00
William Eaton	500 00
Ann J. Ellis	1,023 00
Martha S. Ensign	2,505 48
Orient H. Eustis	500 00
Sarah M. Farr	64,247 43
Mortimer C. Ferris Memorial	1,000 00
Annie M. Findley	500 00

General funds (principal and income for general purposes) — *Con.*

Thomas B. Fitzpatrick	\$1,000 00
John Forrest	1,000 00
Ann Maria Fosdick	14,333 79
Nancy H. Fosdick	3,937 21
Sarah E. Foster	200 00
Mary Helen Freeman	1,000 00
Cornelia Anne French	10,000 00
Martha A. French	164 40
Ephraim L. Frothingham	1,825 97
Jessie P. Fuller	200 00
Thomas Gaffield	6,685 38
Albert Glover	1,000 00
Joseph B. Glover	5,000 00
Benjamin H. Goldsmith	11,199 68
Charlotte L. Goodnow	6,471 23
Maria W. Goulding	2,332 48
Charles G. Green	39,328 65
Mary Louise Greenleaf	199,189 94
Ellen Page Hall	10,037 78
Ellen Hammond	1,000 00
Hattie S. Hathaway	500 00
Jerusha F. Hathaway	5,000 00
Lucy Hathaway	4,577 00
Charles H. Hayden	27,461 01
John C. Haynes	1,000 00
Mary E. T. Healy	200 00
Joseph H. Heywood	500 00
Ira Hiland	3,893 37
George A. Hill	100 00
Margaret A. Holden	3,708 32
Charles Sylvester Hutchinson	2,156 00
Katharine C. Ireson	52,037 62
Eliza J. Kean	40,124 64
Marie L. Keith	2,000 00
Ernestine M. Kettle	10,000 00
B. Marion Keyes	6,350 00
Lulu S. Kimball	10,000 00
Lydia F. Knowles	50 00
Catherine M. Lamson	6,000 00
Susan M. Lane	815 71
Lewis A. Leland	303 00
Benjamin Levy	500 00
E. E. Linderholm	505 56
William Litchfield	7,951 48
Mary I. Locke	8,361 89
Hannah W. Loring	9,500 00
Adolph S. Lundin	100 00
Susan B. Lyman	4,809 78
Stephen W. Marston	5,000 00
William H. Maynard	21,619 90
Charles Merriam	1,000 00
Mary H. Miller	1,012 50
Mary A. Muldoon	100 00
Joseph F. Noera	2,000 00
Ella Nye	50 00
Emily C. O'Shea	1,000 00
Sarah Irene Parker	699 41
William Prentiss Parker	2,500 00
George Francis Parkman	50,000 00
Grace Parkman	500 00
Philip G. Peabody	1,200 00
Elizabeth W. Perkins	2,000 00
Edward D. Peters	500 00
Clara J. Pitts	2,000 00
George F. Poland	75 00
Sarah E. Pratt	2,988 34
Grace E. Reed	5,054 25
Matilda B. Richardson	300 00
William L. Richardson	50,000 00
Anne Augusta Robinson	212 20
Julia M. Roby	500 00
Mary L. Ruggles	3,000 00
Elizabeth H. Russell	500 00
Marian Russell	5,000 00

General funds (principal and income for general purposes) — <i>Con.</i>	
Nancy E. Rust	\$2,640 00
Emily E. St. John	5,015 00
Joseph Scholfield	2,500 00
Sarah E. Seabury	3,116 01
Richard Black Sewell	25,000 00
Charles F. Sherman	2,000 00
Margaret A. Simpson	968 57
Ellen V. Smith	25,000 00
Esther W. Smith	5,000 00
Sarah F. Smith	3,000 00
The Maria Spear Bequest for the Blind	15,000 00
Henry F. Spencer	1,000 00
Cora N. T. Stearns	53,558 50
Lucretia J. Stoehr	2,967 26
Joseph C. Storey	122,523 58
Sophronia S. Sunbury	365 19
Mary F. Swift	1,391 00
William Taylor	893 36
Joanna C. Thompson	1,000 00
William Timlin	7,820 00
Alice W. Torrey	71,560 00
Sarah E. Trott	2,805 86
Mary Wilson Tucker	481 11
George B. Upton	10,000 00
Charles A. Vialle	1,990 00
Abbie T. Vose	1,000 00
Nancie S. Vose	300 00
Horace W. Wadleigh	2,000 00
Joseph K. Wait	3,000 00
Harriet Ware	1,952 02
Allena F. Warren	2,828 33
William H. Warren	4,073 17
Charles F. Webber	11,250 00
Mary Ann P. Weld	2,000 00
Oliver M. Wentworth	300 00
Cordelia H. Wheeler	800 00
Opha J. Wheeler	3,086 77
Samuel Brenton Whitney	1,000 00
Adelia C. Williams	1,000 00
Judson Williams	3,619 54
Mehitable C. C. Wilson	543 75
Esther F. Wright	5,899 80
Thomas T. Wyman	20,000 00
Fanny Young	8,000 00
William B. Young	1,000 00
	<hr/>
	\$2,073,980 97
	<hr/>
	\$2,754,055 80
	<hr/> <hr/>

KINDERGARTEN

BALANCE SHEET, AUGUST 31, 1934

<i>Assets</i>	
Plant:	
Real estate, Watertown — less depreciation	\$378,641 ⁷ / ₈ 46
Equipment:	
Furniture and household	\$11,870 58
Tools, etc.	4,983 48
Music department	9,325 00
Library department	86 59
	<hr/>
	26,265 65
Investments:	
Real estate	\$376,940 77
Stocks and bonds	1,674,453 82
	<hr/>
	2,051,394 59
Inventory of provisions and supplies	3,480 78
Accounts receivable	977 72
Cash on hand	37,911 53
	<hr/>
Total	\$2,498,671 73
	<hr/> <hr/>

		<i>Liabilities</i>	
General account			\$625,553 00
Funds:			
Special		\$27,985 35	
Permanent		214,044 97	
General		1,615,003 39	
			1,857,033 71
Unexpended income, special funds			10,172 71
Vouchers payable			4,921 74
Accounts payable			990 57
			<u>2,498,671 73</u>

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1934

Rent, net income			\$12,911 54
Interest and dividends, general purposes			79,086 10
Interest and dividends, special funds			1,339 29
Tuition and board, Massachusetts		\$39,630 00	
Tuition and board, others	\$25,870 00		
Less refund to Boston Nursery for Blind Babies for the account of the State of Vermont	400 00		
		<u>25,470 00</u>	65,100 00
			<u>\$158,436 93</u>
Total			
Less special fund income to special fund accounts		\$1,339 29	
Treasurer's miscellaneous expenses		1,526 52	
Fire insurance		370 56	
Pensions		8,510 00	
		<u>11,746 37</u>	
Net income			\$146,690 56
Net charge to Director			<u>142,112 60</u>
Balance of income			<u>\$4,577 96</u>

Director's Expense Account

YEAR ENDING AUGUST 31, 1934

Administration:			
Salaries		\$7,627 65	
Supplies		583 31	
Telephone and telegraph		687 16	
Publicity		1,076 49	
		<u>9,974 61</u>	
Special departments:			
Library salaries	\$1,486 60		
Library supplies	37 19		
Health salaries	1,961 50		
Health supplies	231 61		
		<u>\$3,716 90</u>	
Hospitalization		270 93	
Personnel salaries	\$7,437 50		
Personnel supplies	171 15		
		<u>7,608 65</u>	11,596 48
Education:			
Literary salaries	\$16,015 00		
Literary supplies	1,738 67		
		<u>\$17,753 67</u>	
Manual training salaries	\$3,500 00		
Manual training supplies	68 05		
		<u>3,568 05</u>	
Music salaries	\$3,000 00		
Music supplies	91 70		
Depreciation	225 00		
		<u>3,316 70</u>	24,638 42

Household:			
Salaries		\$17,829	39
Food		15,691	84
Furnishings and supplies		4,575	80
Laundry salaries		2,198	36
Laundry supplies		130	51
Depreciation on furnishings and household equip- ment		1,135	22
		<hr/>	
			\$41,561 12
Maintenance:			
Engineers' salaries	\$6,797	60	
Light, heat, power and supplies	13,471	85	
		<hr/>	
		\$20,269	45
Building salaries	\$4,409	47	
Building supplies	2,599	59	
Building repairs	1,240	01	
		<hr/>	
		8,249	07
Ground salaries	\$3,763	34	
Ground supplies	640	63	
Ground improvements	564	31	
		<hr/>	
		4,968	28
Depreciation on buildings, Watertown		11,182	22
Depreciation on tools and equipment		477	85
		<hr/>	
			45,146 87
Other expenses:			
Automobile		\$606	33
Liability insurance		1,101	94
Extraordinary		508	43
Tuition and board		7,066	16
Loss on bad accounts		29	57
		<hr/>	
Total other expenses		\$9,312	43
Less credits:			
Manual training	\$68	71	
Discounts	48	62	
		<hr/>	
		117	33
		<hr/>	
			9,195 10
Net charge to Director			<hr/>
			\$142,112 60
			<hr/>
Income Special Funds			
On hand September 1, 1933		\$9,281	38
Add income 1933-1934		1,339	29
		<hr/>	
Total		\$10,620	67
Distributed		447	96
		<hr/>	
Unexpended income August 31, 1934		\$10,172	71
		<hr/>	

KINDERGARTEN FUNDS, AUGUST 31, 1934

Special funds:			
Charles Wells Cook (scholarship)		\$5,000	00
Helen Atkins Edmands Memorial (scholarship)		5,000	00
Glover Fund (Albert Glover, blind deaf mutes)		1,054	10
Ira Hiland (income to W. E. R. for life)		1,000	00
Emmeline Morse Lane (books)		1,000	00
Leonard and Jerusha Hyde Room		4,000	00
Dr. Ruey B. Stevens (clothing)		4,000	00
Lucy H. Stratton (Anagnos Cottage)		6,931	25
		<hr/>	
			\$27,985 35
Permanent funds (income for general purposes):			
Mary D. Balfour		\$5,692	30
Charles Tidd Baker		20,545	09
William Leonard Benedict, Jr., Memorial		1,000	00
Samuel A. Borden		4,675	00
A. A. C., in Memoriam		500	00
Helen G. Coburn		9,980	10
M. Jane Wellington Danforth Fund		10,000	00
Caroline T. Downes		12,950	00
Charles H. Draper		23,934	13

Permanent funds (income for general purposes) — *Con.*

Eliza J. Bell Draper Fund	\$1,500 00
George R. Emerson	5,000 00
Mary Eveleth	1,000 00
Eugenia F. Farnham	1,015 00
Susan W. Farwell	500 00
John Foster	5,000 00
The Luther & Mary Gilbert Fund	8,541 77
Albert Glover	1,000 00
Mrs. Jerome Jones Fund	9,935 95
Charles Larned	5,000 00
George F. Parkman	3,500 00
Catherine P. Perkins	10,000 00
Frank Davison Rust Memorial	15,600 00
Caroline O. Seabury	1,000 00
Phoebe Hill Simpson	3,446 11
Eliza Sturgis Fund	21,729 52
Abby K. Sweetser	25,000 00
Hannah R. Sweetser Fund	5,000 00
Levina B. Urbino	500 00
May Rosevear White	500 00

\$214,044 97

General funds (principal and income for general purposes):

Emilie Albee	\$150 00
Lydia A. Allen	748 38
Michael Anagnos	3,000 00
Harriet T. Andrew	5,000 00
Martha B. Angell	34,370 83
Mrs. William Appleton	18,000 00
Elizabeth H. Bailey	500 00
Eleanor J. W. Baker	2,500 00
Ellen M. Baker	13,053 48
Mary D. Barrett	1,000 00
Nancy Bartlett Fund	500 00
Sidney Bartlett	10,000 00
Emma M. Bass	1,000 00
Sarah E. J. Baxter	47,905 59
Thompson Baxter	322 50
Robert C. Billings	10,000 00
Sarah Bradford	100 00
Helen C. Bradlee	140,000 00
J. Putnam Bradlee	168,391 24
Charlotte A. Bradstreet	13,576 19
Ellen F. Bragg	8,006 69
Lucy S. Brewer	2,791 18
Sarah Crocker Brewster	500 00
Ellen Sophia Brown	1,000 00
Rebecca W. Brown	8,977 55
Harriet Tilden Browne	2,000 00
Katherine E. Bullard	2,500 00
Annie E. Caldwell	5,000 00
John W. Carter	500 00
Kate H. Chamberlin	5,715 07
Adeline M. Chapin	400 00
Benjamin P. Cheney	5,000 00
Fanny C. Coburn	424 06
Charles H. Colburn	1,000 00
Helen Collamore	5,000 00
Anna T. Coolidge	53,873 38
Mrs. Edward Cordis	300 00
Sarah Silver Cox	5,000 00
Susan T. Crosby	100 00
Margaret K. Cummings	5,000 00
James H. Danforth	1,000 00
Catherine L. Donnison Memorial	1,000 00
George E. Downes	3,000 00
Amanda E. Dwight	6,295 00
Lucy A. Dwight	4,000 00
Harriet H. Ellis	6,074 79
Mary E. Emerson	1,000 00
Mary B. Emmons	1,000 00
Arthur F. Estabrook	2,000 00
Ida F. Estabrook	2,114 00
Orient H. Eustis	500 00
Annie Louisa Fay Memorial	1,000 00

General funds (principal and income for general purposes) — *Con.*

Sarah M. Fay	\$15,000 00
Charlotte M. Fiske	5,000 00
Ann Maria Fosdick	14,333 79
Nancy H. Fosdick	3,937 21
Margaret W. Frothingham	500 00
Elizabeth W. Gay	7,931 00
Ellen M. Gifford	5,000 00
Joseph P. Glover	5,000 00
Matilda Goddard	300 00
Anna L. Gray	1,000 00
Maria L. Gray	200 00
Caroline H. Greene	1,000 00
Mary L. Greenleaf	5,157 75
Josephine S. Hall	3,000 00
Allen Haskell	500 00
Mary J. Haskell	8,687 65
Olive E. Hayden	4,622 45
Jane H. Hodges	300 00
Margaret A. Holden	2,360 67
Marion D. Hollingsworth	1,000 00
Frances H. Hood	100 00
Abigail W. Howe	1,000 00
Martha R. Hunt	10,000 00
Ezra S. Jackson	688 67
Caroline E. Jenks	100 00
Ellen M. Jones	500 00
Hannah W. Kendall	2,515 38
Clara P. Kimball	10,000 00
David P. Kimball	5,000 00
Moses Kimball	1,000 00
Ann E. Lambert	700 00
Jean Munroe Le Brun	1,000 00
Willard H. Lethbridge	28,179 41
William Litchfield	6,800 00
Mary Ann Locke	5,874 00
Robert W. Lord	1,000 00
Elisha T. Loring	5,000 00
Sophia N. Low	1,000 00
Thomas Mack	1,000 00
Augustus D. Manson	8,134 00
Calanthe E. Marsh	18,840 33
Sarah L. Marsh	1,000 00
Waldo Marsh	500 00
Annie B. Matthews	15,749 41
Rebecca S. Melvin	23,545 55
Georgina Merrill	4,773 80
Louise Chandler Moulton	10,000 00
Maria Murdock	1,000 00
Mary Abbie Newell	5,903 65
Margaret S. Otis	1,000 00
Jeannie Warren Paine	1,000 00
Anna R. Palfrey	50 00
Sarah Irene Parker	699 41
Helen M. Parsons	500 00
Edward D. Peters	500 00
Henry M. Peyser	5,678 25
Mary J. Phipps	2,000 00
Caroline S. Pickman	1,000 00
Katherine C. Pierce	5,000 00
Helen A. Porter	50 00
Sarah E. Potter Endowment	425,014 44
Francis L. Pratt	100 00
Mary S. C. Reed	5,000 00
William Ward Rhoades	7,507 86
Jane Roberts	93,025 55
John M. Rodocanachi	2,250 00
Dorothy Roffe	500 00
Clara Bates Rogers	2,000 00
Rhoda Rogers	500 00
Mrs. Benjamin S. Rotch	8,500 00
Edith Rotch	10,000 00
Rebecca Salisbury	200 00
J. Pauline Schenk	10,955 26
Joseph Scholfield	3,000 00

General funds (principal and income for general purposes) — *Con.*

Eliza B. Seymour	\$5,000 00
Esther W. Smith	5,000 00
Annie E. Snow	9,903 27
Adelaide Standish	5,000 00
Elizabeth G. Stuart	2,000 00
Benjamin Sweetzer	2,000 00
Harriet Taber Fund	622 81
Sarah W. Taber	1,000 00
Mary L. Talbot	630 00
Cornelia V. R. Thayer	10,000 00
Delia D. Thorndike	5,000 00
Elizabeth L. Tilton	300 00
Betsey B. Tolman	500 00
Transcript, ten dollar fund	5,666 95
Mary Wilson Tucker	481 11
Mary B. Turner	7,582 90
Royal W. Turner	24,089 02
Minnie H. Underhill	1,000 00
Charles A. Vialle	1,990 00
Rebecca P. Wainwright	1,000 00
George W. Wales	5,000 00
Maria W. Wales	20,000 00
Gertrude A. Walker	48 00
Mrs. Charles E. Ware	4,000 00
Rebecca B. Warren	5,000 00
Jennie A. (Shaw) Waterhouse	565 84
Mary H. Watson	100 00
Ralph Watson Memorial	237 92
Isabella M. Weld	14,795 06
Mary Whitehead	666 00
Evelyn A. Whitney Fund	4,888 00
Julia A. Whitney	100 00
Sarah W. Whitney	150 62
Betsy S. Wilder	500 00
Hannah Catherine Wiley	200 00
Mary W. Wiley	150 00
Mary Williams	5,000 00
Almira F. Winslow	306 80
Eliza C. Winthrop	5,041 67
Harriet F. Wolcott	5,532 00
	<hr/>
	\$1,615,003 39
	<hr/>
	\$1,857,033 71
	<hr/> <hr/>

HOWE MEMORIAL PRESS FUND

BALANCE SHEET, AUGUST 31, 1934

	<i>Assets</i>	
Equipment and supplies:		
Printing plant and machinery	\$4,248 21	
Furniture and fixtures	379 81	
Printing inventory	9,149 38	
Appliances inventory	9,132 98	
Embossing inventory	1,113 63	
Stationery, etc., inventory	864 27	
	<hr/>	\$24,888 28
Investments:		
Stocks and bonds		249,100 01
Accounts receivable		1,441 12
Cash on hand		5,369 20
		<hr/>
Total		\$280,798 61
		<hr/> <hr/>
	<i>Liabilities</i>	
General account		\$243,709 51
Funds:		
Special	\$24,839 10	
General	12,190 00	
	<hr/>	37,029 10
Accounts payable		60 00
		<hr/>
Total		\$280,798 61
		<hr/> <hr/>

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1934

Interest and dividends, general purposes		\$13,413 46
Interest and dividends, special funds		1,524 87
Total		\$14,938 33
Less Treasurer's expenses	\$125 78	
Pensions	400 00	
		525 78
Net income		\$14,412 55
Net charge to Manager		14,830 67
Expenses in excess of income		\$418 12

Manager's Expense Account

YEAR ENDING AUGUST 31, 1934

Maintenance and operation of plant:		
Embossing		\$5,148 73
Printing		7,109 98
Appliances		7,037 12
Stationery		355 80
Library		2,519 29
Depreciation on machinery and equipment		529 16
Salaries		2,200 00
Miscellaneous		223 90
Loss on bad debts		15 14
		\$25,139 12
Less:		
Discounts	\$49 34	
Sale of appliances	4,453 15	
Sale of books, music, etc.	5,805 96	
		10,308 45
Net charge to Manager		\$14,830 67

HOWE MEMORIAL PRESS FUNDS, AUGUST 31, 1934

Special funds:		
Adeline A. Douglas (printing raised characters)		\$5,000 00
Harriet S. Hazeltine (printing raised characters)		2,000 00
Thomas D. Roche (publication non-sectarian books)		1,883 84
J. Pauline Schenkl (printing)		10,955 26
Deacon Stephen Stickney Fund (books, maps and charts)		5,000 00
		\$24,839 10
General funds (principal and income for general purposes):		
Beggs Fund	\$900 00	
Joseph H. Center	1,000 00	
Augusta Wells	10,290 00	
		12,190 00
		\$37,029 10

CONTRIBUTIONS FOR THE PERKINS INSTITUTION

1933-1934

Through the Ladies' Auxiliary Society (Miss M. M. BURNELL, <i>Treasurer</i>):	
Annual subscriptions (see below)	\$447 50
Donations (see below)	592 50
Branch organizations (see below)	37 00
	\$1,077 00

ANNUAL SUBSCRIPTIONS

Badger, Mrs. Wallis B.	\$5 00
Balch, Mrs. Franklin G.	5 00
Bangs, Mrs. Francis R.	5 00
Carter, Mr. and Mrs. Richard B.	5 00
Chamberlain, Mrs. M. L.	5 00
Chapman, Miss Emily D.	2 00
Clark, Mrs. Frederic S.	5 00
Clement, Mrs. Hazen	5 00
Conant, Mr. Edward D.	10 00
Cushing, Mrs. H. W.	5 00
Cushing, Miss Sarah P.	5 50
Damon, Mrs. J. L.	3 00
Denny, Mrs. Arthur B.	5 00
Derby, Mrs. Hasket	3 00
Dwight, Mrs. Thomas	3 00
Edmands, Mrs. M. Grant	20 00
Emerson, Mrs. Wm.	25 00
Emmons, Mrs. R. W., 2d	50 00
Emergency Campaign	30 00
Ernst, Mrs. Harold C.	5 00
Frary, Mrs. A. C.	5 00
Friedman, Mrs. Max	10 00
Frothingham, Mrs. Langdon	5 00
Grant, Judge and Mrs. Robert	5 00
Gray, Mrs. Reginald	20 00
Gross, Mr. Robert H.	25 00
Holbrook, Mrs. Walter H.	5 00
Hooper, Miss Adeline D.	5 00
Hooper, Mrs. James R.	20 00
Kingsley, Mrs. Robert C.	5 00
Merrell, Mrs. L. M.	5 00
Nathan, Mrs. John	5 00
Olmsted, Mrs. J. C.	5 00
Page, Mrs. Calvin Gates	5 00
Page, Mrs. Newman	3 00
Pecker, Miss Annie J.	10 00
Perkins, Mr. Edward N.	10 00
Ratshesky, Mrs. Theresa S.	5 00
Richardson, Miss Laura E.	2 00
Robbins, Mrs. Reginald L.	3 00
Rowlett, Mrs. Thomas S.	2 00
Shepard, Mr. Thomas H.	5 00
Stearns, Mr. Charles H.	5 00
Stearns, Mr. Wm. Brackett	3 00
Stevens, Miss Alice B.	3 00
Tileston, Mrs. John B.	5 00
Warren, Mrs. Bayard	25 00
White, Miss E. O.	25 00
Wolcott, Mrs. Roger	5 00
Young, Mrs. B. L.	10 00
	\$447 50

DONATIONS

Adams, Mrs. Charles H.	\$5 00
Adams, Mr. George	2 00
Alden, Mrs. Charles H.	5 00
Bartol, Mrs. John W.	10 00

Bigelow, Mrs. J. S.	\$5 00
Birdsall, Mr. Arthur W.	5 00
Brett, Miss Anna K.	10 00
Churchill, Mrs. J. R., and Anna Quincy, M.D.	6 00
Clark, Mrs. Robert Farley	10 00
Daniels, Mrs. Edwin A.	2 00
Frothingham, Mrs. L. A.	25 00
Gage, Mrs. Homer	100 00
Greenough, Mrs. H. V.	10 00
Guild, Mrs. S. Eliot	10 00
Hatch, Mrs. Fred W.	3 00
Hersey, Mrs. Alfred H.	5 00
Hubbard, Mrs. Eliot	10 00
In memory of Mrs. Harriet L. Thayer through Mrs. Henry H. Brown	5 00
Lawrence, Mrs. John	25 00
Lee, Mrs. George	5 00
Leland, Miss Ella A.	25 00
Leland, Mrs. Lester	100 00
Lowell, Miss Lucy	5 00
Lyman, Mrs. George H.	5 00
Mason, Mrs. C. E.	25 00
Nathan Fuller Chapter, D. R.	10 00
Nazro, Mrs. F. H.	2 00
Pfaelzer, Mrs. F. T.	10 00
Pitman, Mrs. B. F.	2 00
Powers, Mrs. H. H.	10 00
Richards, Miss Alice A.	5 00
Riley, Mr. Charles E.	25 00
Rosenbaum, Mrs. Louis	3 00
Sanger, Mr. Sabin P.	2 50
Sears, Mr. Herbert M.	25 00
Second Church Sunday School	20 00
Shepard, Mrs. O. A.	5 00
Spalding, Miss Dora N.	10 00
Sprague, Mrs. Charles	1 00
Stearns, Mr. Wm. B.	1 00
Strauss, Mrs. Louis	5 00
Thayer, Mrs. Wm. G.	10 00
Vickery, Mrs. Herman F.	3 00
Walker, Mrs. W. H.	5 00
Watson, Miss Abbie L.	3 00
Williams, Mrs. Arthur	2 00
Williams, Mrs. Jeremiah	5 00
Ziegel, Mr. Louis	10 00

\$592 50

BRANCH ORGANIZATIONS

Cushing, Miss Susan T.	\$2 00
Earp, Miss Emily A.	2 00
Faunce, Miss Eliza H. In memory of her mother, Mrs. Sewall A. Faunce	2 00
Goodale, Mrs. George L.	1 00
Jaques, Miss Helen L. Donation	10 00
Kennedy, Mrs. F. L.	5 00
Preston, Miss Myra C.	2 00
Rivers, Mrs. George R. R.	3 00
Whitcher, Mr. Frank W.	10 00

\$37 00

DESIGNATED DONATIONS

Allen, Mrs. P. R., Walpole (Reader's Digest in braille)	\$10 00
Friendship Tours (for a needy child)	7 50
Gage, Mrs. Homer, Worcester (to equip eye clinic)	500 00
Gage, Mrs. Homer, Worcester (scholarship aid for music student)	250 00
Second Church, West Newton (for a needy child)	10 00
Trinity Junior Church (for deaf-blind pupils)	8 50
Women's Guild, Second Church, West Newton (for clothing)	10 00

\$796 00

FORM OF BEQUEST

I hereby give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, the sum of _____ dollars (\$ _____), the same to be applied to the general uses and purposes of said corporation under the direction of its Board of Trustees; and I do hereby direct that the receipt of the Treasurer for the time being of said corporation shall be a sufficient discharge to my executors for the same.

.....

FORM OF DEVISE OF REAL ESTATE

I give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, that certain tract of real estate bounded and described as follows: —

(Here describe the real estate accurately)

with full power to sell, mortgage and convey the same free of all trusts.

.....

NOTICE

The address of the treasurer of the corporation is as follows:

ALBERT THORNDIKE

No. 10 Post Office Square, Room 658, Boston.



THE LOWER SCHOOL FLÈCHE

One Hundred and Fourth
Annual Report
of
Perkins Institution
and
**Massachusetts School
for the Blind**

Incorporated March 2, 1829



1935

**Offices of Administration and Schools
Watertown**

**THE WORKSHOP
549 E. Fourth Street
South Boston**

**THE SALESROOM
133 Newbury Street
Boston**

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CALENDAR

1935 - 1936

- September 9. Stated meeting of Trustees.
September 10. Staff meeting.
September 11. Pupils return.
September 12. School begins.
September 23. Matrons' meeting (all matrons).
October 5. Girls' intercottage outdoor field sports.
October 9. Executive Committee meeting.
October 16. Director's reception.
November 4. Annual meeting of Corporation.
November 18. Staff meeting.
November 18. Matrons' meeting (Girls' Upper School).
November 27- } Thanksgiving recess.
December 1. }
December 9. Staff meeting.
December 11. Stated meeting of the Trustees.
December 15. Concert at Jordan Hall, Boston.
December 16. Matrons' meeting (Boys' Upper School).
December 20. Christmas Carol Concert.
December 21- } Christmas vacation.
January 5. }
January 8. Executive Committee meeting.
January 13. Staff meeting.
January 20. Matrons' meeting (all matrons).
February 10. Staff meeting.
February 12. Lincoln's Birthday celebration.
February 12. Executive Committee meeting.
February 17. Matrons' meeting (Lower School).
February 22. Demonstration of pupils' activities.
March 9. Staff meeting.
March 11. Stated meeting of the Trustees.
March 16. Matrons' meeting (Girls' Upper School)
April 2-13. Easter vacation.
April 8. Executive Committee meeting.
April 20. Staff meeting.
April 27. Matrons' meeting (Boys' Upper School).
May 11. Staff meeting.
May 13. Executive Committee meeting.
May 17. Spring concert at Wellesley College.
May 18. Matrons' meeting (all matrons).
May 30. Memorial Day (holiday).
June 3. Girls' Musicale.
June 4. Alumnae Day.
June 8. Staff meeting.
June 10. Stated meeting of the Trustees.
June 16. Girls' reception.
June 17. Boys' reception.
June 18. Commencement Exercises — school closes.
June 20. Alumni Day.
July 8. Executive Committee meeting.
September 15. Staff meeting at 7.30 P.M.
September 16. Pupils return after summer vacation.

PERKINS INSTITUTION

HISTORY

IN 1826 Dr. John D. Fisher returned to Boston from Paris resolved to provide for the blind of Massachusetts the same care afforded them in France. Enlisting the aid of friends, a committee was formed and upon petition to the Legislature an Act of Incorporation was granted on March 2, 1829, establishing "The New England Asylum for the Blind," the first school for those without sight in America. In 1831 Dr. Samuel Gridley Howe, just returned from participation in the Greek wars, was elected the first director and in August, 1832, the first classes were held in the house of Dr. Howe's father on Pleasant Street.

During the early years Col. Thomas H. Perkins became interested in the little school and gave for its use his large house on Pearl Street. The need for larger quarters was soon apparent, and in 1839 the great hotel in South Boston was purchased. This purchase was made possible by the assent of Col. Perkins to the sale of the house that he had given to the school. Because of this magnanimous attitude of Col. Perkins the trustees renamed the school "Perkins Institution and Massachusetts Asylum for the Blind." This name was changed in 1877 to the present name, "Perkins Institution and Massachusetts School for the Blind."

Dr. Howe directed the growing work of Perkins Institution for forty years and was succeeded in 1876 by his Greek protégé and son-in-law, Michael Anagnos. Mr. Anagnos created the Howe Memorial Press for publishing embossed books and for the manufacture of appliances for the education of the blind. In 1887 he founded the Kindergarten in Jamaica Plain, the first school in the world for little blind children. After thirty years of leadership Mr. Anagnos died in Rumania in 1906.

In 1907 the directorship of Perkins Institution fell to Edward E. Allen, head of the school for the blind in Philadelphia, where he had just rebuilt the school plant on a garden site outside of the city. Coming to Boston, Mr. Allen began plans for a new Perkins, and in 1912 the Institution and in 1913 the Kindergarten were housed in the beautiful new plant at Watertown. These buildings, situated on an old estate of thirty-four acres on the banks of the Charles River, have school and residence facilities for nearly three hundred pupils. Dr. Allen retired in 1931. His last official act was to write the one hundredth annual report. Thus for a century Perkins Institution had but three directors.

PURPOSE

Perkins Institution provides for the visually handicapped youth of New England full educational opportunity through Kindergarten through High School. The content of instruction corresponds with that offered to seeing boys and girls in the public schools. The methods of instruction of necessity differ. Principal differences are that embossed books take the place of ink-print, and studies are taught objectively. In the adaptation and invention of means of instructing the blind Perkins has been a pioneer through its century of existence. Much attention is paid to physical and manual training and to music. Opportunity is provided for those qualified to pursue higher studies or to take advanced work in music and vocational fields.

Boys and girls without sight or with insufficient sight to read ink-print are admitted as pupils, if capable of education and in good health. While at the school pupils reside in cottages where the teachers also live, and through this association they acquire that unconscious tuition which is such an important part of the program of socialization. The primary aim of Perkins Institution is to qualify its visually handicapped pupils to take contributory places in normal life. New pupils are admitted in September and February, and all pupils must return to their homes for the short vacations at Christmas and Easter and for the long vacation in the summer.

PAST OFFICERS

PRESIDENTS

1830-1837	1862-1869
JONATHAN PHILLIPS	SAMUEL MAY
1838-1839	1870-1871
SAMUEL APPLETON	MARTIN BRIMMER
1840-1846	1872-1897
PETER C. BROOKS	SAMUEL ELIOT
1847-1854	1898-1929
RICHARD FLETCHER	FRANCIS H. APPLETON
1855-1861	1930-
EDWARD BROOKS	ROBERT H. HALLOWELL

VICE-PRESIDENTS

1830-1834	1893-1896
WILLIAM CALHOUN	GEORGE HALE
1835-1846	1897-1911
THOMAS H. PERKINS	AMORY A. LAWRENCE
1847-1850	1912-1913
EDWARD BROOKS	N. P. HALLOWELL
1851	1914-1921
JOHN D. FISHER	GEORGE H. RICHARDS
1852-1866	1922-1929
STEPHEN FAIRBANKS	WILLIAM L. RICHARDSON
1867-1870	1930-
JOSEPH LYMAN	G. PEABODY GARDNER, JR.
1871-1892	
JOHN CUMMINGS	

TREASURERS

1830-1839	1880
RICHARD TUCKER	PATRICK T. JACKSON
1840-1846	1881-1902
PETER R. DALTON	EDWARD JACKSON
1847-1861	1903
THOMAS B. WALES	PATRICK T. JACKSON
1862-1868	1904-1916
WILLIAM CLAFLIN	WILLIAM ENDICOTT
1869-1872	1917-1935
WILLIAM ENDICOTT	ALBERT THORNDIKE
1873-1879	1935-
HENRY ENDICOTT	ROGER AMORY

SECRETARIES AND DIRECTORS

1831-1876	1907-1931
SAMUEL GRIDLEY HOWE, M.D.	EDWARD E. ALLEN, D.Sc.
1876-1906	1931-
MICHAEL ANAGNOS, M.A.	GABRIEL FARRELL, D.D.

OFFICERS OF THE CORPORATION

1935 - 1936

PRESIDENT

ROBERT H. HALLOWELL

VICE-PRESIDENT

G. PEABODY GARDNER, JR.

TREASURER

ROGER AMORY

SECRETARY

GABRIEL FARRELL

BOARD OF TRUSTEES

Mrs. FRANCIS J. DALEY*

Mrs. RICHARD E. DANIELSON

HENRY H. FAXON, M.D.*

PAUL E. FITZPATRICK

Mrs. HOMER GAGE

G. PEABODY GARDNER, JR.

RALPH LOWELL

WARREN MOTLEY

REV. GEORGE P. O'CONOR*

Mrs. ROBERT E. ROGERS*

HON. LEVERETT SALTONSTALL

Miss ROSANNA D. THORNDIKE

STANDING COMMITTEES

Executive

ROBERT H. HALLOWELL, *President, ex officio*

ROGER AMORY, *Treasurer, ex officio*

GABRIEL FARRELL, *Secretary, ex officio*

RALPH LOWELL

WARREN MOTLEY

Miss ROSANNA D. THORNDIKE

Finance

ROGER AMORY, *Treasurer, ex officio*

G. PEABODY GARDNER, JR.

LEVERETT SALTONSTALL

RALPH LOWELL

SUB-COMMITTEES

appointed by the Executive Committee

Education

ROBERT H. HALLOWELL

GEORGE P. O'CONOR

Mrs. RICHARD E. DANIELSON

Health and Personnel

HENRY H. FAXON, M.D.

Mrs. HOMER GAGE

Miss ROSANNA D. THORNDIKE

MONTHLY VISITING COMMITTEE

whose duty it is to visit and inspect the Institution at least once in each month

January	WARREN MOTLEY	July	PAUL E. FITZPATRICK
February	Mrs. HOMER GAGE	September	HENRY H. FAXON, M.D.
March	Miss ROSANNA D. THORNDIKE	October	G. PEABODY GARDNER, JR.
April	RALPH LOWELL	November	LEVERETT SALTONSTALL
May	Mrs. FRANCIS J. DALEY	December	Mrs. RICHARD E. DANIELSON
June	GEORGE P. O'CONOR		

LADIES' VISITING COMMITTEE TO THE KINDERGARTEN

Mrs. E. PREBLE MOTLEY, *President*

Miss ELLEN BULLARD, *Secretary*

January	{ Mrs. E. PREBLE MOTLEY	May	{ Mrs. HENRY H. SPRAGUE
February	{ Mrs. HAROLD J. COOLIDGE	June	{ Mrs. ALGERNON COOLIDGE
March	Mrs. EDWARD CUNNINGHAM, Jr.	November	Miss ELEANOR S. PARKER
April	Miss ELLEN BULLARD	December	Mrs. GEORGE H. MONKS
	Mrs. LESTER HINDS		Miss BERTHA VAUGHAN

Honorary Members

Mrs. LARZ ANDERSON

Mrs. MAUD HOWE ELLIOTT

* Appointed by the Governor of the Commonwealth.

OFFICERS OF ADMINISTRATION

DIRECTOR

GABRIEL FARRELL, B.S., B.D., D.D.

DIRECTOR-EMERITUS

EDWARD E. ALLEN, A.B., D.Sc.

REGISTRAR

ANNA GARDNER FISH

THE OFFICE

RUTH E. ROBINSON, *Secretary*
HELEN SHAW, *Financial Secretary*
ALICE C. BURHART, A.B., *Assistant*

Mrs. OLIVE W. PUTNAM, *Receptionist*
LILY B. HOWARD,* *Telephone Operator*
MATTIE M. BURNELL, *Telephone Operator*

THE LIBRARY

MARY ESTHER SAWYER, *Librarian*

FLORENCE J. WORTH, *Circulation*

RUTH M. KNAPP, A.B., *Reference*

THE DEPARTMENT OF HEALTH

ROBERT S. PALMER, M.D., *Attending Physician*

HAROLD B. CHANDLER, M.D.,
Ophthalmologist
TRYGVE GUNDERSEN, M.D.,
Ophthalmologist
RICHARD M. SMITH, M.D.,
Pediatrician
HENRY R. VIETS, M.D.,
Neurologist
AUSTIN W. CHEEVER, M.D.,
Dermatologist

FRANK R. OBER, M.D.,
Orthopedic Surgeon
CHARLES I. JOHNSON, M.D.,
Otologist
REINHOLD RUELEBERG, D.M.D.,
Dentist for the Lower School
MARK D. ELLIOTT, D.D.S.,
Dentist for the Upper School
RUTH HOLT, R.N.,
Resident Nurse

THE DEPARTMENT OF PERSONNEL AND RESEARCH

SAMUEL P. HAYES, A.B., M.A., Ph.D., *Consultant*
Professor of Psychology, Mount Holyoke College

ELIZABETH M. HINCKS, A.B., M.A., Ph.D.,
Psychologist
JANET H. CAIRNS, A.B.,
Psychometrist
RUTH E. DOUGLASS, A.B.,
Home Visitor
DOROTHY M. INGERSOLL,*
Ediphonist

CHARLOTTE A. HEALY,*
Physiotherapist
THELMA E. PEIRCE,
Physiotherapist
M. ALBERTINA EASTMAN,*
Speech Correction
Mrs. SINA V. WATERHOUSE,* A.B., M.A.,
Speech Correction

THE DEPARTMENT OF TEACHER TRAINING

*Harvard N1, Education of
the Blind*

*Harvard N102, Special
Methods*

EDWARD E. ALLEN, A.B., D.Sc.

JESSICA L. LANGWORTHY, A.B., Ed.M.

Superintendent of Buildings and Grounds

NELSON COON

* Visually handicapped.

THE UPPER SCHOOL STAFF

FRANCIS M. ANDREWS, B.S., Ed.M., *Principal*
ELSIE H. SIMONDS, A.B., *Supervisor of Girls*

LITERARY

Boys' Section

FLORENCE W. BARBOUR, A.B.
CHESTER A. GIBSON
DONALD G. MORGAN,* A.B.
PAUL L. NEAL, B.S.
CLAUDIA POTTER, A.B.
CLARA L. PRATT

Girls' Section

GERTRUDE S. HARLOW*
GENEVIEVE M. HAVEN, A.B., Ed.M.
MIRIAM F. HOARD, A.B.
GLADYS J. READ
MARION A. WOODWORTH

MANUAL TRAINING

JULIAN H. MABEY

DAVID ABRAHAM
ESTHER G. HERFURTH*
PAUL A. HILLI, A.B.
MARY B. KNOWLTON

FRANCES L. MCGAW
SHARLIE M. CHANDLER
VIRGINIA COLE, B.S.

Pianoforte Tuning

ELWYN H. FOWLER*

Home Economics

EVANGELINE DURGIN, B.S.

COMMERCIAL

MARY H. FERGUSON

PHYSICAL TRAINING

MATTHEW DI MARTINO*

HELEN LOUISE NASS, B.S.

THE DEPARTMENT OF MUSIC

JOHN F. HARTWELL

EDWARD W. JENKINS*
MARJORIE A. JOHNSTON
PAUL L. BAUGUSS

LOUISE SEYMOUR
BLANCHE A. BARDIN
EDITH M. MATTHEWS*
MABEL A. STARBIRD

THE DEPARTMENT OF DEAF-BLIND

INIS B. HALL

JOSEPH E. JABLONSKA*

RUTH STACKPOLE

GERTRUDE A. MACDONALD, A.B.

MATRONS

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Mrs. PERSIS M. GIBSON, *Bridgman Cottage*
AMANDA HARMENING, *Tompkins Cottage*
Mrs. ELIZABETH M. HOLCOMB, *Moulton Cottage*
Mrs. DAISY C. HOWARD, *Fisher Cottage*
Mrs. MINNIE D. HUTTON, *Brooks Cottage*
KATHERINE M. LOWE, *May Cottage*
Mrs. RUTH E. GEER, *Oliver Cottage*

* Visually handicapped.

THE LOWER SCHOOL STAFF

FRANCIS M. ANDREWS, B.S., Ed.M., *Acting Supervisor*

HARRIET AMÉ ELLIS, A.B., *Adviser of Progressive Methods*
Head of Lower Branch of the Cambridge School

PRIMARY

Boys' Section

ETHEL D. EVANS
DON DONALDSON, A.B.
BEATRICE M. GREEN, A.B.
Mrs. JESSIE W. MAYSHARK

Girls' Section

Mrs. ELSA B. MARTZ, A.B.
JEAN M. PARKS, A.B.
MARGARET MILLER *
FLEDA F. CHAMBERLAIN *

KINDERGARTEN

FEODORE M. NICHOLLS
SADIE TURNER *
CAROLYN M. BURRELL,
Kindergartner

SUSAN E. MORSE
RHODA B. FINKELSTEIN
WILHELMINA R. HUMBERT,
Kindergartner

SPECIAL TEACHERS

ELEANOR W. THAYER, A.B., *Music*
NAOMI K. GRING, *Music*
ELIZABETH C. HART, *Music*

MARGARET A. MCKENZIE,* *Sloyd*
MARTHA P. ADAMS, *Recreation*
ALICE L. STEWART,* *Librarian*

HOUSE MOTHERS

Mrs. MILDRED T. DARTE, *Potter Cottage*
MARY E. STEVENS, *Anagnos Cottage*
ETHEL G. MITCHELL,* *Assistant*
Mrs. MINNIE E. WHITE, *Nutritionist*

Mrs. MARGARET LUF, *Glover Cottage*
ETHEL M. GOODWIN, *Bradlee Cottage*
ROSE M. SALADINO,* *Assistant*

THE WORKSHOP FOR ADULTS

FRANK C. BRYAN, *Manager*

EVA C. ROBBINS, *Clerk*

THE HOWE MEMORIAL PRESS

FRANK C. BRYAN, *Manager*

ALBERT L. RHOADES, *Printer*

MARY L. TULLY, *Clerk*

* Visually handicapped.

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Adams, Arthur, Dover.
Adams, Karl, Boston.
Allen, Edward E., Cambridge.
Allen, Mrs. Edward E., Cambridge.
Allen, Hon. Frank G., Boston.
Allen, Philip R., East Walpole.
Amory, Robert, Boston.
Amory, Roger, Boston.
Anderson, Mrs. Larz, Brookline.
Appleton, Hon. Francis Henry, Boston.
Appleton, Francis Henry, Jr., Brookline.
Appleton, Mrs. Francis Henry, Jr., Brookline.
Bacon, Hon. Gaspar G., Jamaica Plain.
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Bancroft, Miss Eleanor C., Beverly.
Barton, George Sumner, Worcester.
Baylies, Walter C., Boston.
Baylies, Mrs. Walter C., Boston.
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Boyden, Charles, Dedham.
Boyden, Mrs. Charles, Dedham.
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Brooks, Gorham, Boston.
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Bullock, Chandler, Worcester.
Burditt, Miss Alice A., Cambridge.
Burnham, Miss Julia E., Watertown.
Burr, I. Tucker, Jr., Boston.
Cabot, Mrs. Thomas H., Italy.
Camp, Rev. Edward C., Watertown.
Camp, Mrs. Edward C., Watertown.
Chase, John P., Boston.
Choate, Robert B., Boston.
Claus, Henry T., Boston.
Clifford, John H., New Bedford.
Coffin, Mrs. Rockwell A., Harwichport.
Conant, Edward D., Newton.
Coolidge, Mrs. Algernon, Boston.
Coolidge, Francis L., Boston.
Coolidge, Mrs. Harold J., Boston.
Coolidge, William A., Boston.
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Craig, Mrs. Helen M., Boston.
Crane, Zenas M., Pittsfield.
Crapo, Henry H., New Bedford.
Crowninshield, Francis B., Boston.
Cunningham, Edward, Dedham.
Cunningham, Mrs. Edward, Dedham.
Cunningham, Mrs. Henry V., Boston.
Curtis, Charles P., Jr., Boston.
Curtis, Mrs. Horatio G., Boston.
Curtis, James F., Roslyn, N. Y.
Curtis, Louis, Jr., Boston.
Curtis, Richard C., Boston.
Cutler, George C., Baltimore, Md.
Dabney, George B., Boston.
Daley, Mrs. Francis J., Somerville.
Danielson, Richard E., Boston.
Danielson, Mrs. Richard E., Boston.
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Day, Mrs. Frank A., Newton.
Dewey, Francis H., Worcester.
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Dexter, Miss Rose L., Boston.
Dolan, William G., Boston.
Draper, Eben S., Hopedale.
Dutton, Mrs. George D., Walpole.
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Elliott, Mrs. Maud Howe, Newport, R. I.
Ely, Adolph C., Watertown.
Emmons, Mrs. Robert W., Boston.
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Endicott, William, Boston.
Endicott, William C., Boston.
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Farrell, Gabriel, Watertown.
Farrell, Mrs. Gabriel, Watertown.
Faxon, Henry H., M.D., Brookline.
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Fay, Mrs. Henry H., Boston.
Fay, Miss Sarah B., Boston.
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Gage, Mrs. Homer, Worcester.
Gage, Miss Mabel C., Worcester.
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Gardner, George P., Boston.
Gardner, G. Peabody, Jr., Brookline.
Gaskill, George A., Worcester.
Gaskins, Frederick A., Milton.
Gaylord, Emerson G., Chippoee.
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Gleason, Sidney, Medford.
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Gray, Roland, Boston.
Greenough, Malcolm W., Boston.
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Griswold, Merrill, Boston.
Hall, Miss Minna B., Brookline.
Hallowell, Richard P., 2d, Boston.
Hallowell, Robert H., Boston.
Hallowell, Mrs. Robert H., Boston.
Hallowell, Robert H., Jr., Dedham.
Hallowell, Mrs. Robert H., Jr., Dedham.
Hayes, Miss Lydia Y., Newark, N. J.
Hemenway, Mrs. Augustus, Milton.
Herter, Christian A., Boston.
Higginson, Francis L., Boston.
Hill, Alfred S., Somerville.
Hill, Arthur D., Boston.
Hinds, Mrs. Lester DeC., Boston.
Holmes, Charles W., South Hingham.
Holmes, Dean Henry W., Cambridge.
Hornblower, Henry, Boston.
Howe, James C., Milton.

Hunnewell, Mrs. Henry S., Boston.
 Hunnewell, Walter, Boston.
 Hunt, James R., Jr., Boston.
 Hutchins, Mrs. C. F., Boston.
 Iasigi, Miss Marie V., Boston.
 Jackson, Mrs. James, Westwood.
 Jeffries, J. Amory, Boston.
 Johnson, Arthur S., Boston.
 Johnson, Rev. Herbert S., Brookline.
 Joy, Mrs. Charles H., Boston.
 Kidder, Mrs. Henry P., Boston.
 King, Mrs. Tarrant P., Milton.
 Lamb, Mrs. Horatio A., Boston.
 Lamb, Miss Rosamond, Boston.
 Latimer, Mrs. G. D., Brookline.
 Lawrence, Mrs. A. A., Brighton.
 Lawrence, Rev. Frederick C., Cambridge.
 Lawrence, John S., Boston.
 Lawrence, Rt. Rev. William, Boston.
 Lawrence, Rev. W. Appleton, Providence,
 R. I.
 Leavitt, Rev. Ashley D., Brookline.
 Ley, Harold A., Springfield.
 Lincoln, Mrs. George C., Worcester.
 Lindsay, Sir Charles W., Montreal,
 Canada.
 Lord, Rev. A. M., Providence, R. I.
 Loving, Mrs. Charles T., Boston.
 Loving, Richard S., Hoffman, N. C.
 Lovett, Miss Eleanor H., Brookline.
 Lowell, A. Lawrence, Boston.
 Lowell, James H., Boston.
 Lowell, Miss Lucy, Boston.
 Lowell, Ralph, Boston.
 Luce, Hon. Robert, Waltham.
 Lyman, Mrs. Arthur T., Westwood.
 Lyman, Mrs. Ronald T., Boston.
 MacPhie, Mrs. E. I., West Newton.
 Marrett, Miss H. M., Standish, Me.
 Mason, Mrs. Charles E., Boston.
 Mason, Charles E., Jr., Boston.
 Mason, Charles F., Bournedale.
 McElwain, R. Franklin, Holyoke.
 Merrill, Rev. Boynton, West Newton.
 Merriman, Mrs. Daniel, Boston.
 Merriman, Mrs. Roger B., Cambridge.
 Meyer, Mrs. George von L., Hamilton.
 Minot, James J., Jr., Boston.
 Minot, J. Grafton, Santa Barbara, Cal.
 Minot, William, Boston.
 Monks, Rev. G. Gardner, Lenox.
 Monks, Mrs. George H., Boston.
 Montagu, Mrs. H. B., England.
 Morison, Samuel Eliot, Cambridge.
 Motley, Edward, Concord.
 Motley, Mrs. E. Preble, Boston.
 Motley, Warren, Boston.
 Norcross, Grenville H., Boston.
 O'Connor, Rev. George P., Dedham.
 Osgood, Rev. Phillips E., Boston.
 Parker, Miss Eleanor S., Boston.
 Parker, William A., Boston.
 Parker, W. Stanley, Boston.
 Parkman, Henry, Jr., Boston.
 Partridge, Fred F., Holyoke.
 Peabody, Rev. Endicott, Groton.
 Peabody, Harold, Boston.
 Peabody, W. Rodman, Boston.
 Perkins, Mrs. Charles B., Jamaica Plain.
 Perkins, Rev. Palfrey, Boston.
 Pickman, Dudley L., Boston.
 Pickman, Mrs. Dudley L., Boston.
 Plunkett, W. B., Adams.
 Poulsson, Miss Emilie, Cambridge.
 Powers, Mrs. H. H., Newton.
 Pratt, George D., Springfield.
 Prescott, Oliver, New Bedford.
 Proctor, James H., Boston.
 Prouty, Robert M., Hingham.
 Prouty, Mrs. Robert M., Hingham.
 Putnam, F. Delano, Boston.
 Putnam, Mrs. George T., Dedham.
 Rantoul, Neal, Boston.
 Read, Mrs. Robert M., Medford.
 Rice, John C., Boston.
 Richards, Mrs. Henry, Gardiner, Me.
 Richards, Henry H., Groton.
 Richardson, John, Milton.
 Richardson, Mrs. John, Milton.
 Riley, Charles E., Boston.
 Roberts, Mrs. A. W., Newton Center.
 Robinson, George F., Watertown.
 Rogers, Henry M., Boston.
 Rogers, Mrs. Robert E., Cambridge.
 Russell, Otis T., Boston.
 Saltonstall, Hon. Leverett, Chestnut Hill.
 Saltonstall, Mrs. Leverett, Chestnut Hill.
 Sargent, Miss Alice, Brookline.
 Shattuck, Henry L., Boston.
 Shepard, Harvey N., Boston.
 Sherrill, Rt. Rev. Henry K., Boston.
 Sims, Mrs. William S., Boston.
 Slater, Mrs. H. N., New York.
 Snow, Mrs. William G., Newton Center.
 Sohier, Miss Emily L., Boston.
 Sprague, Mrs. Henry H., Boston.
 Stafford, Rev. Russell H., Brookline.
 Stearns, William B., Brookline.
 Sturgis, R. Clipston, Boston.
 Swinerton, Miss Lenna D., Watertown.
 Taylor, Mrs. Malcolm, Brookline.
 Thayer, John E., South Lancaster.
 Theopold, Philip H., Dedham.
 Thomas, Mrs. John B., Boston.
 Thorndike, Miss Rosanna D., Boston.
 Tift, Eliphalet T., Springfield.
 Tilden, Miss Alice F., Milton.
 Tilden, Miss Edith S., Milton.
 Todd, Francis B., Milton.
 Tufts, John F., Watertown.
 Underwood, Herbert S., Winchester.
 Van Norden, Mrs. Grace C., Pittsfield.
 Vaughan, Miss Bertha H., Cambridge.
 Wadsworth, Eliot, Boston.
 Ware, Miss Mary L., Boston.
 Warren, Miss Annie C., Boston.
 Warren, Bayard, Pride's Crossing.
 Warren, Bentley W., Boston.
 Washburn, Mrs. Frederick A., Boston.
 Washburn, Dean Henry B., Cambridge.
 Waters, H. Goodman, Springfield.
 Watson, Mrs. Thomas A., Boston.
 Wendell, William G., New York.
 West, George S., Boston.
 Wheelock, Miss Lucy, Boston.
 Wiggins, Charles, 2d, Dedham.
 Wiggins, Mrs. Charles, 2d, Dedham.
 Wilder, Charles P., Worcester.
 Winsor, Robert, Jr., Boston.
 Winthrop, Mrs. Thomas L., Boston.
 Wolcott, Roger, Boston.
 Wright, Burton H., Worcester.
 Wright, George R., Sharon.
 Wright, Miss Lucy, Cambridge.
 Young, Mrs. Benjamin L., Boston.
 Young, B. Loring, Weston.

SYNOPSIS OF THE PROCEEDINGS OF THE ANNUAL MEETING OF THE CORPORATION

WATERTOWN, November 4, 1935.

The Annual Meeting of the Corporation, duly summoned, was held today at the Institution, and was called to order by the President, Mr. Robert H. Hallowell, at 3 P.M.

The proceedings of the last meeting were read and approved.

The annual reports of the Trustees and the Director were accepted and ordered to be printed, with the addition of other matters of general interest to the work.

The report of the Treasurer was presented, accepted and ordered to be printed, together with the certificate of the Certified Public Accountant. On the recommendation of the Finance Committee, the appointment of John Montgomery, Certified Public Accountant, as auditor of the accounts of the Institution, was confirmed.

Voted, That acts and expenditures, made and authorized by the Board of Trustees, or by any committee appointed by said Board of Trustees, during the last corporate year, be and are hereby ratified and confirmed.

The Corporation then proceeded to the choice of officers for the ensuing year, and the following persons were unanimously elected by ballot: President, Robert H. Hallowell; Vice-President, G. Peabody Gardner, Jr.; Treasurer, Roger Amory; Secretary, Gabriel Farrell; Trustees, Mrs. Richard E. Danielson, Paul E. Fitzpatrick, Mrs. Homer Gage, G. Peabody Gardner, Jr., Ralph Lowell, Warren Motley, Leverett Saltonstall and Miss Rosanna D. Thorndike.

The following persons were unanimously elected to membership in the Corporation:

Mrs. John W. Bartol, Boston.	Mr. Robert H. Gross, Boston.
Mrs. Charles S. Bird, East Walpole.	Mrs. William Hooper, Manchester.
Mrs. Charles R. Brown, New Haven, Conn.	Mr. Louis E. Kirstein, Boston.
Mr. S. D. Bush, Boston.	Mrs. Lester Leland, Boston.
Mrs. William M. Butler, Boston.	Mrs. Augustus P. Loring, Boston.
Hon. Norman S. Case, Providence, R. I.	Miss Mary B. Lothrop, Boston.
Mrs. Norman S. Case, Providence, R. I.	Rev. Robert W. MacLaughlin, Worcester.
Mrs. E. P. Cochrane, New Haven, Conn.	Mrs. John W. Myers, Westwood.
Mrs. Charles L. Edgar, Brookline.	Mr. Herbert M. Sears, Boston.
Mrs. William Emerson, Cambridge.	Mrs. Charles D. Sias, Boston.
Miss Mary B. Forbes, Milton.	Mrs. James J. Storrow, Lincoln.
Miss Edith M. Fox, Arlington.	Mrs. John Walker Wheeler, Fairfield, Conn.
Mrs. Reginald Gray, Boston.	Miss Eliza Orne White, Brookline.
Mrs. Henry V. Greenough, Brookline.	Miss Anna Witherlee, Castine, Maine.

The resignation of Mrs. Robert F. Herrick from membership in the corporation was presented and accepted with regret.

The Secretary read a few letters from foreign countries to show the far-reaching influence of Perkins.

He spoke of a project for the making of embossed maps which had been recommended to the W. P. A.

He also told of a meeting of the student council wherein problems pertaining to school life were considered.

After an explanation of the work of the deaf-blind department three of the pupils with their teachers gave a demonstration.

As the social meeting of the Corporation held last May was such a success it was —

Voted, That the President appoint a committee to plan a spring meeting of the Corporation like that of last year.

The meeting was then dissolved.

GABRIEL FARRELL,
Secretary.

REPORT OF THE TRUSTEES

NOVEMBER 4, 1935.

To the Members of the Corporation.

Your Board of Trustees submits, herewith, its annual report which is followed by detailed reports of the Director and the Treasurer.

This is the Annual Meeting of the Corporation, called in accordance with the provisions of our By-Laws. Years ago the Corporation meetings were of real importance, but of late they have developed into routine affairs, attendance has dwindled, and the business transacted is purely formal. Last year a committee appointed to consider this situation recommended that a meeting be held at the school of sufficient interest to warrant a large attendance of members of the Corporation. Plans were perfected, and the meeting, held in May in the Lower School, was attended by over one hundred members and their friends, many of whom viewed for the first time the methods of progressive education and the activities of blind children. Interest was so apparent and the affair so successful that it has been suggested that the Corporation meet twice a year, — in November for its regular business meeting, as provided in the By-Laws, and in May, when various features of the school life at Watertown may be demonstrated.

The Institution has been conducted on the same general principles as in former years. We have ourselves given personal attention, by means of committees, to its financial and general interests. The Director has, as before, shaped the general course and taken immediate management and control of the establishment. Suffice it to say that we are well satisfied with the results of the year.

We have before called your attention to the Workshop in South Boston. We do so again. It has experienced another difficult year and failed to meet expenses. In a city the size of Boston it would seem there must be enough work of which blind men and women are capable to keep our plant running at capacity and thus provide steady employment. We again ask the co-operation of every member of the Corporation to assist us and the Superintendent of the Workshop to secure more work for it. Making over mattresses and pillows, recaning chairs, restringing tennis racquets, are some items in which blind workers excel.

There have been two changes in the Board of Trustees, both of Trustees appointed by the Commonwealth of Massachusetts, — Mrs. Francis J. Daley, in place of Miss Lucy Wright, and Mrs. Robert E. Rogers, in place of Mrs. Homer Gage.

DEATH OF MEMBERS OF THE CORPORATION

Miss Mary E. F. Bartlett; Mrs. Henry L. Higginson; Edward P. Kimball; Mrs. Margaret V. Pierce; Mrs. George S. Selfridge; Albert Thorndike; Thomas A. Watson.

Respectfully submitted for the Trustees,

ROBERT H. HALLOWELL,
President.

ALBERT THORNDIKE

In the death of Albert Thorndike the Perkins Institution has lost a true benefactor, and we as Trustees have lost a very dear friend. His interest in Perkins was, doubtless, bequeathed to him by his father, Samuel Lothrop Thorndike, who joined the Corporation in 1879, became a Trustee in 1887, and served as Chairman from 1896 to 1909, when he declined re-election. Mr. Albert Thorndike joined the Corporation in 1906, and up to the time of his death served the Institution with true devotion. Two days before he died he visited Watertown to inspect the summer work and the improvements made in plant and equipment.

At the Trustees' meeting on October 9, the following Resolutions were passed:

Whereas, In the death of Albert Thorndike the Perkins Institution has lost a true benefactor and we as Trustees have lost a very dear friend, be it therefore

Resolved, That we wish to express our appreciation of the work he has done for the cause of the blind for many years. Elected a member of the Corporation in 1906, to the Board of Trustees in 1911, and Treasurer in 1917, he gave freely of his time and energy to the Institution up to the very day of his death. During his term as Treasurer he cared for our invested funds through troublesome times with remarkable ability, but his interest was not confined merely to the finances of the Institution. He regularly attended the school plays and concerts, and his interest in the work of the school often took him to Watertown, where his clear understanding and sympathy for each individual case made his advice eagerly sought by the Director and members of the Staff. His high sense of duty, his cheerful, kind and lovable qualities and sterling character will be an enduring inspiration to the members of this Board.

Resolved, That a copy of these resolutions be spread upon the minutes of this meeting, and that a copy be forwarded to Mr. Thorndike's family.

THE REPORT OF THE DIRECTOR

NOVEMBER 4, 1935.

To the Trustees.

The day after each Labor Day, when the matrons return to open the cottages, the buildings and grounds of Perkins Institution begin to awaken to a new life. On the second Tuesday in September the teachers come back, and that evening the Director welcomes the entire staff at the opening meeting in the Chapel. The following day the pupils arrive, most of them from the New England States, a number from other states and a few from foreign countries. On Thursday morning the School assembles at Chapel and the year is actually under way.

This year the influx took its usual course, and both teachers and pupils came back with fresh zeal and a determination to make the year one of opportunity and progress.

The School opened with two hundred and fifty-nine pupils, one coming from a foreign country and the rest from the following states: Massachusetts, one hundred and seventy-three; Maine, twenty-three; New Hampshire, nine; Vermont, fifteen; Rhode Island, thirty-one; New Jersey, four; Missouri, one; Nebraska, one; South Dakota, one. This number increased to two hundred and seventy-six, with an average pupilage for the year of two hundred and sixty-six. Fifty-three new pupils were admitted during the school year, while thirty-five were discharged during the same period.

At the graduation exercises on June 13, four boys and two girls received diplomas marking completion of the work of the Upper School, and four pupils received certificates for special subjects. At exercises for the Lower School on Graduation Day, certificates, especially embossed by the Howe Memorial Press, were awarded to fifteen boys and girls.

New Staff Members

At the opening of the school year fourteen new persons became members of the staff. Five were teachers, three were members of the Department of Personnel and Research, three were matrons, and three took up service in other departments.

Mrs. Elsa B. Martz took charge of the sixth grade in the girls' primary. She is a graduate of the University of Chicago, has taught at the Cambridge School and served for one year as matron of Glover Cottage. Miss Jean M. Parks was assigned to the fifth

grade in the girls' primary, and Miss Ruth I. Deffley to the Upper School. Miss Parks is a graduate of Beloit College and of last year's Harvard Class, and Miss Deffley received her training at Boston University and in the Special Methods course of Perkins two years ago. Miss Virginia Cole, a graduate of Middlebury College and of the Boston School of Occupational Therapy, became instructor in the girls' Manual Training Department, and Mr. David Abraham, formerly an instructor in the British Royal Flying Corps, started teaching manual training on the boys' side.

For the Department of Personnel we secured as psychologist Dr. Elizabeth M. Hincks, a graduate of Vassar, with advanced degrees from Radcliffe, who was formerly director of the Wayne County Clinic for Child Study in Detroit. Miss Janet H. Cairns, a graduate of Smith College and of last year's Harvard Class, became secretary of the department, and Miss Ruth E. Douglass of the Simmons College School of Social Work, field worker and home visitor. Assisting in the psychometric work of the department were Kathryn Dodge and Dorothy Sperry, Mount Holyoke graduates who attended the Harvard Class.

In the Upper School Mrs. Lilla L. Turner of Charleston, West Virginia, was engaged as matron of Eliot Cottage, and Mrs. Daisy C. Howard of Bridgewater, Massachusetts, of Fisher Cottage. In the Lower School Mrs. Margaret Luf of Syracuse, New York, became matron of Glover Cottage.

Mrs. George T. Putnam, who has served for a number of years on the Board of Trustees, has become a member of the staff, taking up the important work of showing the School to the many visitors and having charge of the mailing lists. In the Music Department Miss Elizabeth C. Hart, a graduate of the New England Conservatory of Music, is serving as librarian. Miss Ruth Stackpole accepted a position as exchange teacher in the Deaf-Blind Department. She has completed the Harvard Course and last year took the normal course at the Clarke School for the Deaf.

Health Excellent

The health of the pupils has been excellent throughout the year. During the winter, when whooping cough and measles were exceedingly prevalent, we had only a few cases, which were confined to one cottage. At the opening of the school year a health examination was given to all pupils. For those who were underweight and susceptible to colds or otherwise below par special diet and treatments were prescribed. As a part of this program, and also to aid in the prevention of dental caries, ten thousand haliver oil capsules were consumed.

The program of disease prevention which we have been following for several years was continued through immunization of pupils against scarlet fever and diphtheria. Thirty-six new pupils were tested for tuberculosis, through the courtesy of the Chadwick Clinic of the State Department of Health. Nine were X-rayed, but no significant evidence was found and only four were advised to return for re-examination next year.

The Luetic Clinic

A new service in the Health Department this year was the establishment at the school of a clinic for the treatment of pupils with congenital syphilis. This clinic is conducted with the co-operation of the skin and nerve clinics of the Massachusetts General Hospital from which Mrs. Mary Romero comes each week to give the treatments. Formerly some of the pupils were under the care of their family doctors, so that the School was unable to check on the regularity of treatments. By having all the cases treated here at Perkins this danger of irregularity is eliminated and much time is saved for those who went weekly from the School to the clinic of the Massachusetts General Hospital.

Until recently it has been the policy of Perkins to deny admission to pupils with congenital syphilis. Medical authorities are now certain that this disease is not contagious while under the control treatment, and, as we feel that it is important for such children to have the opportunity for education which Perkins provides, it has been deemed advisable to admit them. Every precaution is taken to see that they receive regular treatment, and their health is carefully watched. While these cases represent a small proportion of our pupilage, they are a group which brings vividly to our attention the need of more preventive work. It is now known that congenital syphilis can be prevented if expectant mothers with positive reactions receive adequate treatment early in pregnancy. The establishment of blood tests as a routine part of all pre-natal work, and provision for treatment when positive, is the next great step in the program for preventing unnecessary blindness. The popular acceptance of this practice would be as great an accomplishment as the practical elimination of "babies' sore eyes" through the now established use of drops at birth.

The Eye Clinic

Dr. Trygve Gundersen has joined the staff as ophthalmologist, while Dr. Chandler remains as consultant. Dr. Gundersen is able to give more time to this work, coming to the School every week

throughout the year. During this time the eyes of half the pupils were examined. To aid in this work a room in the infirmary building has been set aside and equipped as an eye clinic through the generosity of Mrs. Homer Gage. Following the recommendation of Dr. Gundersen, operations for the improvement or retention of vision were performed at the Massachusetts Eye and Ear Infirmary. As a member of the Eye and Ear staff he is able to follow up our pupils, and to have them under observation during hospitalization or while attending clinics.

During the winter a survey of the aural acuity of our pupils was made and several cases of impaired hearing were found. These pupils were grouped in a class for the stimulation of hearing through vibration, using methods which have been found helpful in our work for the deaf-blind. Re-testing at the close of the year showed remarkable improvement in two or three cases. An audiometer is to be purchased at the beginning of next year so that this work may be carried on with more accuracy. We feel it important that the existence of this additional handicap be discovered and remedial work begun.

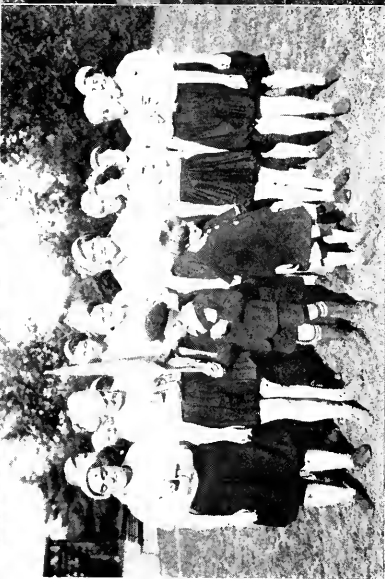
In considering the question of physical fitness the pioneer work in physiotherapy for the blind, instituted here by Miss Lenna D. Swinerton, should be emphasized. This work is now ably carried on by Miss Healy and Miss Peirce under the direction of Dr. Frank R. Ober. More space and much new equipment make it possible to do all forms of corrective work. At the end of the year Dr. Ober said that improvement in bone condition and general health of the Lower School children has been marked since the diet has been planned and controlled. A new gadget board for developing certain muscles and skills has been devised, and poise and good carriage were promoted during a posture week.

School Leadership

This year the full direction of the Upper School fell upon Mr. Andrews, principal of the boys' school, because Miss Simonds, teacher in the girls' school for twenty-seven years, and principal for thirteen of these years, was away on a leave of absence granted for study and travel by the Trustees. During this year Miss Ferguson, head of the Commercial Department, acted as supervisor of girls and had charge of their activities outside of the classroom. This plan of organization proved so effective that it is to be continued for the coming year. Mr. Andrews will act as principal of the entire school with full responsibility for the educational program. Upon her return Miss Simonds will take up the duties of Supervisor of Girls.



BROOKS OLIVER



MAY



THE COTTAGE TEAMS, GIRLS' UPPER SCHOOL

The plan for the reorganization of the Upper School with junior and senior high schools of three grades each was put into full effect. The work of the senior high school is divided into five departments: General Course, College Preparatory, Musical, Vocational and Commercial. Grading and courses of study were made identical for boys and girls, and many of the teachers now work on both sides though the pupils are still segregated.

The School Year

Looking back over the school year one sees a picture of happy and progressive activities. The early fall days saw the girls of the Upper School out on the playing field practising for their annual field day. The weather man, however, prevented this occasion, because on the day scheduled it rained too hard and on the following Saturday it was too cold. This, however, did not deprive the girls of the healthful activity which the preparation for the games afforded, and with the coming of winter their program was transferred to the gymnasium, the swimming pool and the dancing floor. During the fall the boys carried on their annual series of football games between cottage teams. The series this year closed with Eliot as winner, and the annual banquet given to all of the teams by the winners was held in that cottage on the evening of November 8.

November is marked by two days of memory: November 7, Founder's Day at the Lower School, honors Michael Anagnos, and on November 10 the Howe Memorial Exercises at the Upper School commemorate the work of Samuel Gridley Howe. An innovation at the exercises in the Lower School was that the pupils in costume acted out scenes in the life of Michael Anagnos. At the Howe Memorial Exercises we were honored by the presence of Mrs. Maud Howe Elliott, daughter of Dr. Howe, who brought Mrs. Larz Anderson with her as a special guest. Mr. Henry Howe Richards, grandson of Dr. Howe, spoke and read a poem which was written for the occasion by Mrs. Laura E. Richards, mother of Mr. Richards. It is valuable for the pupils to keep in mind the heritage which has come to us from Dr. Howe and Mr. Anagnos, and the presence of members of the family on these occasions forms a tangible link with the past.

Two new ventures of the fall months were a demonstration of braille book making by the American Red Cross and a vegetable show held by the boys of the farming class. At the Red Cross demonstration pupils were enabled to observe how the books that they use are made. The farm show proved very interesting, since

many of the children had known vegetables only as they are served at the table, and there were some varieties which were new to all. The boys who stayed through the summer for the farming course raised fifteen tons of vegetables of thirty-nine kinds.

Winter Events

The annual Christmas concerts have become a feature of Boston musical life. On Sunday afternoon, December 16, a throng of the friends of Perkins filled Jordan Hall to overflowing to hear the beautiful program of carols prepared and directed by Mr. Hartwell and rendered by the two choirs of over one hundred voices. On Thursday evening of the following week the same program was repeated at Dwight Hall and was attended by many of the parents.

The exhibition on Washington's Birthday brought out the customary host of people. Demonstrations of various forms of classroom work were seen as usual in the alcoves of the museum. By seating the audience on the main floor of Dwight Hall a larger crowd was enabled to see the exhibition given by the boys and girls of the Physical Education departments. The acrobatic stunts of the boys, the dancing of the girls, and the other feats of physical prowess and grace were performed on the stage.

The boys' annual play for the benefit of the Howe Memorial Club and the Perkins Athletic Association was a comedy, entitled "Boys Will be Boys," by Charles O'Brien Kennedy, adapted from the book by Irvin S. Cobb. The change from the more serious plays of former years proved acceptable to the large audiences present on the evening of April 6 and the afternoon of April 7.

Throughout the winter the many extra-curricular groups carried on interesting programs. The Howe Memorial Club had regular meetings and dances, and the girls' school had occasional dances. The Boy Scouts met under the leadership of Mr. Moe of the Harvard Class. On February 6 a group of Girl Scouts held an Investiture Service at which twenty-six girls received their Tenderfoot pins. The program was directed by Mrs. Alanson Platt, to whom we are greatly indebted for giving our girls the opportunity to become Scouts.

On Sunday evenings during the winter term each cottage family in turn came to the Director's house to meet some distinguished guest who told them informally about an interesting experience. General discussion and group singing made these evenings particularly enjoyable. Faculty teas were held at the Director's house on Wednesday afternoons from January to April.

Spring Events

Many events of interest were crowded into a spring term shortened by the late Easter. Under the auspices of the Music Department the usual recitals of advanced and intermediate pupils were given as well as a number by members of the staff. Another recital was that given by the children who have been under the instruction of the pupils in the Normal Music Department. On April 28 the Perkins Chorus gave its spring concert in the Auditorium of the Boston Public Library as the final program in the Sunday evening series. We appreciated this opportunity of presenting the chorus to a new and interesting audience.

Track meets were the feature of the spring term for the Perkins Athletic Association. Our own inter-cottage meet on May 11 was won by the Tompkins boys. The following Saturday our team went to the New York Institute for the Education of the Blind, where they defeated the team of that school forty-seven and one-half to fifteen and one-half. On June 1 came one of the most exciting contests that has ever been held here. This was the annual triangular meet between Hartford, Overbrook and Perkins, with the outcome undecided until the final event. At the last possible moment Perkins achieved the victory with a score of 26, Overbrook being a close second with 25, and Hartford having 12 points.

Conference of Officials

Two events of the spring deserve special mention because they were innovations. On Wednesday, May 22, officials responsible for the blind in the states from which pupils come to Perkins were the guests of the School for an all-day conference, in which members of the staff participated. This conference was called for the purpose of discussing problems in which all present had a mutual interest, and to co-ordinate the work between those in the field and those at the School. Workers were present from New Jersey and all of the New England States except Vermont, whose representatives were unable at the last minute to come. After a word of welcome from Mr. Robert H. Hallowell, President of the Corporation, Mr. Farrell spoke on the educational opportunities afforded by Perkins and gave an interpretation of its aims. He was followed by Mr. James T. Riddervold of New Hampshire, who spoke on the training the state authorities feel the blind need to equip them for citizenship. Discussion followed these papers, and through it we were able to come to a better understanding of our problems and the co-ordination of our programs toward their solution.

Luncheon in the cottages was followed by a brief visit to the classrooms. At the afternoon session Mrs. Eleanor Brown Merrill of the National Society for the Prevention of Blindness spoke on "Possible Measures of Prevention." Her paper was followed by a discussion of this important problem. It is generally felt that this conference was well worth while because of the opportunity which it provided for those working toward the same goal to discuss their individual problems and thereby to strengthen their endeavors.

Corporation Meeting

The second event came on the following afternoon (Thursday, May 23), when over a hundred members of the Corporation gathered at the Lower School to see it in action. This meeting was planned by a committee appointed by the President of the Corporation, authorized by a motion passed at the annual meeting. The program included demonstrations of the work being done by the various groups, first in the classroom, and later outside in the close.

As the Lower School is conducted upon the principles of progressive education the visitors did not find the desks and chairs in the conventional schoolroom arrangement. Instead, they found a Greek house with its court and cubicles, a Dutch home, and an Alaskan scene. A map of Europe entirely filled one classroom. Upon it were placed miniature objects representing the products of each country. One room was given up to various foods and charts showing food values; while another was filled with forms of transportation from stone sleds to streamline trains. The demonstrations proved of such interest that it was decided that a similar meeting should be held next year to which members of the Corporation might invite their friends so that many people may have the opportunity of knowing more about the interesting work that is being done at Perkins.

Alumnæ — Semi-Centennial

Mention must be made of the meeting on June 7 of the Perkins Alumnæ Association which marked its fiftieth anniversary. The association has a notable record of achievement as well as of fellowship. November 7 and 10 were set aside as days of remembrance for Dr. Howe and Mr. Anagnos, at the instigation of this organization. For many years the alumnæ carried on the home industries for blind women in Massachusetts. They instituted and conducted the work of home teaching for the adult blind until it was taken over

by the state. Throughout its half century of existence this has been a noble group of women of whom all now at Perkins are proud and to which we constantly look for encouragement and counsel.

Student Councils

The advice and counsel of the pupils has been made available to the administration this year by the formation of two councils. These councils are each made up of six pupils, — four from the Senior High School and two from the Junior High. We have avoided the old type of student self-government which has failed in many high schools, and have made our councils co-operative, working with the administration and the faculty. The councils meet regularly with the Director and Principal to consider matters vital to the welfare of the School. Problems which have arisen through the new program of study have been solved, and certain rules pertaining to privileges have been clarified.

At the request of the boys' council, the editorial board of "The Goat," our student paper, was enlarged to include representatives of the girls' school, and the girls of the Upper School were permitted to attend the athletic meets of the boys. An arrangement was made permitting boys and girls to attend all plays given by either school. Such problems as smoking, passes, radios in rooms and co-operation between boys and girls have been frankly discussed, and we feel that this opportunity for the pupils to share in the administration has helped the morale of the School. The Director wishes to express his appreciation of the fine spirit of the councils and the thoughtful way in which the pupils have considered these problems.

Deaf-Blind Activity

The Deaf-Blind Department has operated this year on the new plan whereby pupils are received for a definite time when accompanied by teachers, selected and engaged by their home authorities. It is expected that these teachers will carry on the education of the children after the term at Perkins is over. During the year we have had in residence two little girls, Helen Siefert of Bridgeport, Nebraska, with Miss Margaret Hoshor as teacher; and Carmela Otero of Newark, New Jersey, with Miss Ruth L. Keyes. Both made excellent progress, but their work showed that another year would be necessary to give the children and their teachers the foundation needed to carry on without the supervision which Perkins alone is able to provide.

This decision was confirmed by comparison with the development of Leonard Dowdy who has been with us three years. During his

first year he acquired a vocabulary of forty words; in his second year, four hundred words; and now he holds regular conversations and adds new words so rapidly that it is impossible to count them. Using Leonard as a yardstick, we found that Helen and Carmela were making comparable progress, and with the hope of giving them a vocabulary of four hundred words in another year it was thought advisable to make the time of residence here two years. The authorities in charge of both children agreed to this, and have made arrangements for their return next year. A study of the development of meaningful language in Leonard was made under the direction of Miss Maxfield at the close of last year, and was prepared for publication this year. It is available in mimeographed form to any who wish it.

For admission in September we have accepted a six-year-old girl, Patricia Homans, of Louisville, Kentucky. It has been said that this little girl is the only child to have been born without sight or hearing. The past two years she has been at the Boston Nursery for Blind Babies, where, under good care and guidance, her physical condition has been improved until she is now ready to begin the schooling which only Perkins can provide. We have just discovered a five-year-old, triply-handicapped boy living in Massachusetts, and have arranged to admit him to the department after the Christmas holidays. With these five children, Tad Chapman, the nineteen-year-old boy who has been at Perkins five years, and several partially deaf pupils from the School the department will be exceedingly full next year.

During the year our exchange teacher, Miss Ruth Stackpole, served acceptably at the Virginia School for the Deaf and the Blind, the Michigan School for the Blind, and the Minnesota School for the Deaf. In the corresponding period a teacher from each of these schools was at Perkins for observation and study. Officials of the schools have expressed their great appreciation of this service, and we feel that this plan has done a good deal toward meeting an acute problem. For the first part of next year Miss Stackpole has been asked to go to the West Virginia Schools for the Deaf and the Blind, while a new member of the department, a graduate of this year's Harvard Class, Miss Gertrude A. MacDonald, is to go to the Ohio School for the Deaf, and the teachers from these schools study at Perkins.

This year the department has expanded into two rooms on the upper floor of the boys' school, but even this does not meet its needs. The living arrangements for these children are not satisfactory. The boys were placed in one cottage for the sake of com-

panionship, while the two little girls, because of crowding in the girls' school, were compelled to live in the boys' kindergarten. A wooden floor is now being placed in one of the rooms so that the pupils will obtain through vibration the "companionship of footsteps," which was described in last year's report. This floor may be helpful, but can be only a poor substitute for the new building which is absolutely essential to the effective operation of this important department. May we say again that 1937 will mark the centenary of the coming of Laura Bridgman to Perkins, and that would seem to be an appropriate time to dedicate as a part of Perkins Institution a separate school for the triply handicapped. Surely, this work which originated at Perkins and which recently has been heralded as "the world's greatest experiment in human salvage" deserves every facility.

Last spring, while in Washington, D. C., the Director called on the officers of the several national associations for the deaf, and was gratified to find that their leaders approved of our plan for the education of the triply handicapped. This general endorsement by leaders both of the blind and of the deaf and the widespread range of territory from which our pupils come and to which our teachers go make us feel that the time will shortly come when we shall be justified in asking for national support of our deaf-blind program.

The Harvard Class

The Harvard Class this year proved to be one of the most interesting and active groups that we have had. Eleven of the thirteen members held degrees from colleges; one was a graduate of an established kindergarten training school and another had had considerable training in the field of music. There was but one foreign member in this class, a young woman without sight from Norway. During the second half-year one member of the class went to fill a temporary position in the Wisconsin School for the Blind. All members of the class rendered good service to the School in the various departments, and the presence of these young people is proving to be more and more helpful. This year the Director gave the opening talk and spoke to the class once a month during the second term of the year. Four of the vacancies in our teaching staff were filled by members of this group, and nearly all the others obtained good positions. Ten young women and two men have been admitted to next year's class. All are college graduates or have had training in special schools.

Why Pupils Leave

In preparing the last annual report it was learned that sixty blind persons were taken off our lists during the last school year. As this was a much larger turnover than usual, it was felt advisable to analyze the situation. In a study made during the winter we found that of the sixty, one was a teacher who retired, two were adults at the Workshop, and the remainder were pupils. Of the fifty-seven pupils, thirty were boys and twenty-seven were girls. Eleven left during the year and forty-six at the close of the school term. The average age of the pupils was eighteen, with the minimum six and the maximum twenty-seven. Thirty-three were eighteen years or over. The average stay at the School was seven and two-thirds years, with the minimum five days and the maximum twenty and one-half years. Fourteen stayed over ten years, the time allotted by law.

Of the whole group leaving the School, six had been doing graduate work, ten graduated, eight were in coaching classes, five in the industrial group, and the remainder were in the grades, the largest number being six in the ninth grade. The reasons for discharge were as follows: graduated, ten; completed work, eleven; poor health, eleven; improved vision, five; withdrew voluntarily, eight; not reappointed by state, three; ceased to progress, nine; total, fifty-seven. A study of the records of the nine for whom "ceased to progress" was reported showed the average age fifteen, the average I. Q. eighty-one, and the average number of years here six and a half.

An attempt was made to find out what those who had left were doing at the time. Of those eighteen years of age or over, nine are at school elsewhere; seven are working; five returned to foreign countries; five are in poor health; five are living at home doing nothing; four are unknown, making a total of thirty-five. Adding together those at school, the foreign students returned home, those incapacitated by poor health, sixteen are left who ought to be employed. Of these, seven are working; five are not working; and four are unknown. It must be understood, however, that some of these cannot be expected to earn a living because of various other handicaps.

Going over the list of those under eighteen and over eight years of age, we find there are ten who would be admitted to a farm school if we had one, and three questionable because of health, but deserving of the chance. Once again mention must be made of the need that exists for a training school, with lower scholastic requirements than now demanded at Perkins, for those who cannot keep

up the standards here and yet who are capable and deserving of training. This is an urgent need confronting authorities of the blind, and it is hoped that means may soon be found for Perkins to attack this problem.

How They Came

A study was made of the pupils entering the School at the beginning of this year. There were forty-one new pupils, twenty-one girls and twenty boys, distributed as follows: Upper School, three girls and nine boys; Primary, one girl and three boys; Kindergarten, thirteen girls and ten boys plus two deaf-blind girls. Interesting points in this distribution are the unusual number of new pupils in the lower grades, eight being six years old or under, and the large number of boys from sight-saving classes who came to us for work in the higher grades. In the whole group there is the usual wide range of mental ability, the average I. Q. being 84.9, with nine under 70 and ten over 100, maintaining our record of having as many superior children as retarded.

As this report was being prepared for publication, the statistics for pupils entering in September, 1935, were received. Of the twenty-four pupils admitted at the opening of School, only one has an I. Q. below 70, while eleven are over 100, and three are over 130. The average is 98.5. This is one of the finest groups that has been admitted in several years. These facts are included here for comparison with last year's group.

Wide variation was also found in the home backgrounds of our children. While many come from poor homes with foreign parentage, we have several pupils at the present time from wealthy homes and quite a number whose parental roots go deep into the soil of New England. One mother, slurringly referring to her husband's boast that his people came over in the "Mayflower," said, "My people were just ordinary; my father was a piano and organ teacher." A prominent physician, several successful business men, one high-ranking cavalry officer and an ex-Governor are among the fathers.

Direction or Destination

One of the most perplexing problems confronting educators of the blind today concerns the directing of pupils' interests into channels where they may expect to use their ability and training as well as earn a livelihood. We have turned to the vocational guidance movement and, following its principles, have tried to guide our pupils into the right fields. We are beginning to encounter to an extreme degree what all vocational counsellors are experiencing. Guidance has been practised with a naïve assurance that one had

only to select a vocation, train for it, and an opening would be found. Instead, we now find closed doors, and abruptly we are forced to look beyond direction to destination. What is the destiny of our pupils in so far as livelihood is concerned?

We have given much thought to this problem this year, and have pushed our program beyond the study of aptitudes and abilities to a consideration of the fields in which employment may be found. Two points stand out in considering placement: the blind man or woman will do best in self-creative and self-operative positions, and will have greater success in communities where they are known and where people will assume some responsibility for them. Both of these points are open to question from an academic point of view, but practically they must stand as beacons in any program of guidance which hopes to achieve its goal. Why the blind person must create his own job and work independently is not as apparent as the desirability of working in his own community, but experience has shown that it is more successful than placement in a group. Whether handicapped labor will ever recover the position held before the depression is very doubtful. In a surplus of workers the handicapped are the first to be set aside and the last to be taken on.

Another tremendous deterring factor in the placement of the blind is the increasing governmental assumption of responsibility for the handicapped and legal provision for pensions as a matter of right. If, as the trend of affairs indicates, the blind are to be assured of security through governmental aid, why should they work? And will not the seeing world ask, "Why should we give them work?" This impending situation disturbs those responsible for the education of the blind. Are we justified in continuing our provision for schooling conducted on the principle that with education the blind can take a contributory place in our social and economic life? If it is fostered by the seeing, are they not avoiding their responsibility toward the blind by the simple procedure of shutting them out of the working world and salving the public conscience by providing pensions? The principle on which education for the blind has been carried on for a century is in grave danger today, and our blind people may find that the price of social security is the loss of economic self-respect.

Reflected Glory

Perkins felt a reflected glory when it learned that the King's New Year Honor List contained the name of Charles W. Lindsey. This distinguished Canadian, a former student of Perkins, was

knighted. Sir Charles, as we are now proud to call him, is well known to all at Perkins because of his great interest in the School and his contribution of one-half the cost of the organ presented by the former students at the time of the centennial exercises. He is one of the leading citizens of the Dominion of Canada, and one of the most generous philanthropists in Montreal. When the news of his honor came, the fact was revealed that Sir Charles is the fourth blind man associated with Perkins to become a knight. Edward Baxter Perry, who gave lecture recitals, was knighted by France, while the others were Sir Francis Joseph Campbell, knighted by King Edward VII for his work at the Royal Normal College and Academy of Music for the Blind in London, and Sir Charles Frederick Frasier, who in 1915 received this honor for his notable work for the blind in Halifax.

Publicity and Publications

While Perkins has always enjoyed the friendship of many people, it would seem that the interest is widening and that more and more people want to know about our work. Visitors continue to come to the School in great numbers, individually and in groups. During the past year a special person has been assigned to show them the activities of the School. Groups from forty-three colleges and schools came this year to see what is done for those without sight. It is the custom for the Director to speak to each group before it starts on its tour of the classrooms and cottages.

During the year the newspapers have generously devoted much space to our work and activities, and a great deal of publicity was obtained for Perkins when the Omaha "World-Herald" conducted a campaign for funds to send Helen Siefert, the little Nebraska girl, to our Deaf-Blind Department, stating that Perkins was the only school in the world that could bring release to the imprisoned child. Quite a number of newspaper stories and magazine articles were devoted to the work of the Deaf-Blind Department. An outstanding book published this year is the "Life of Samuel Gridley Howe," written by his daughter, Laura E. Richards, which, of course, tells a great deal about Perkins Institution and is in part a history of our early years. Another biography which tells of Perkins is the forty-second book by our graduate, Clarence Hawkes, "The Light That Did Not Fail." A new booklet in the series of Perkins publications, entitled "Facial Vision or the Sense of Obstacles," by Dr. Samuel P. Hayes, our consultant in psychology, was issued in June. A complete and valuable study of the "sixth sense" as found among blind people, it is a timely contribution to

the literature of this elusive subject. Throughout the year the pupils of the Upper School published their magazine "The Goat" in braille, and "The Lantern" appeared quarterly in mimeographed form, and, for the former students of Perkins, in braille.

During the year the Director gave thirty addresses in different parts of New England on the work of Perkins, including one broadcast, when he read a paper on "The Deaf-Blind at Perkins," which has since been published in leaflet form. Mr. Andrews is in great demand, especially for high-school groups, and aided by a group of our pupils he has demonstrated our methods before more than five thousand boys and girls.

Desks for the Upper School

At the close of the school year plans were made for the summer program of improvements. More adequate and modern furnishing of the Upper School classrooms was selected as the chief project. After careful consideration new desks were designed for all the classrooms. They are individual units made of oak, firmly constructed with a flat top thirty-three inches long and twenty-four inches wide, resting on a pedestal and legs. On one side is a shallow drawer for paper, metal slate, stylus and other articles. At the top of the pedestal is a slide common to most desks and planned for hand braille when copying from a book. Below that is a slot into which slides the desk slate. Several inches below is another slide for the braille writer, so that it is out of the way when not in use. Below this compartment, reaching to the floor, is space for about six braille volumes. The desks, as planned, may be arranged in the usual class formation, or may, when desired, be grouped to form a large table. Special posture chairs were selected. The classrooms were all painted, new lighting installed, and shades of a new ventilating type were placed at the windows.

Outstanding among the improvements was the rehabilitation of the practice pianos. Mr. Fowler, head of the tuning department, engaged several of our own trained men, and with them worked on the pianos during the summer, completely rebuilding several and putting the others in good condition. Two new pianos were purchased to replace outworn instruments.

Structural changes included the removing of partitions in the girls' lower music corridor to form a large room for singing classes. To make adequate quarters for the automobile repair instruction a partition was erected shutting off a section of the boys' manual training room and a large door was cut in the outer wall. An addition was made to the Principal's house providing a garage and another bedroom.



THE NEW DESK
Used Separately or as a Table



South Boston Activity

The Howe Memorial Press and the South Boston Workshop had a busy year under the direction of Mr. Bryan. The press printed books and magazines containing 11,069 pages of which over one-half were for the Library of Congress. Ten books were prepared for the Library of Congress and distributed to twenty-two regional libraries. Fifteen books were printed for Perkins, ten issues of the Perkins "Goat" were published, and the four issues of "The Lantern" were put into braille. The game of anagrams has been brailled this year and is proving popular among blind people. A new model of a braille shorthand writer has been perfected and is now proving helpful in the placement of blind girls in office work.

During the year the Workshop had an increase of about 3 per cent in its business, but did not quite reach the average for the past five years. However, it was able to increase the wages paid to blind workers 5 per cent over the previous year. To meet the prevailing demand it is now prepared to make and repair mattresses with inner springs. Through the passage by the Massachusetts Legislature of an act requiring all mattresses in state institutions to be remade by blind labor, it is hoped that the Workshop will have its business increased considerably during the next year.

The Year Closes

At the close of the school year two members of the staff retired on pensions: Miss Mary E. Burbeck, with a record of forty-two years in the Music Department; and Miss M. Elizabeth Robbins, after completing thirty-five years in the girls' Manual Training Department. Resignations were received from Mrs. Sybil E. Ames, teacher of Domestic Science, Miss Helen G. Smith of the Lower School faculty, Miss Martha M. Bowden and Miss Ruth I. Deffley, teachers in the Girls' Upper School, and Miss Mary E. Mack, resident nurse for three years. To our great regret Mrs. Lilla L. Turner, matron of Eliot Cottage, died during the summer. Mrs. Emma H. McCraith, matron of Anagnos Cottage, and Miss Gussie S. Langdon, assistant matron in Glover Cottage, resigned during the summer. All these places were filled at the beginning of the new school year which opened with a full enrollment of pupils and staff and with a fine spirit which gives every indication of a good year.

GABRIEL FARRELL.

REPORT OF THE LIBRARIAN

OWING to the large number of new titles sent us this year by the Library of Congress we are better able than ever before to serve our readers. In fact, it frequently takes less time for them to get the embossed books than for the librarians to obtain copies in letter press from the public libraries.

Some of the greatly needed shelves have been erected in classrooms, so that the problem of housing the school books is not quite so acute; but more room is needed for the books for the adult blind, and all the space in the stackroom and on the shelves of the main library is taken, leaving no vacancies for those which will come to us this next school year.

We have added 2,445 embossed volumes and lent 22,501 to our 1,007 readers in School and in New England, our district for serving. In the reference library of "Blindiana" literature about eighty new titles and many volumes of clippings have been accessioned.

It may interest some to know how we handle the clippings for this library, which are supplied by two clipping bureaus; a small one in Boston sends those from the New England newspapers, while a much larger bureau in Chicago keeps us supplied with those from other states.

When sorted the clippings are put in their respective envelopes which are arranged in alphabetical order and fill ten shelves. Some accumulate very rapidly and overflow into boxes until those who work on them can get them cut and mounted chronologically. When enough are ready on any subject they are bound and placed on the shelves as is any other book. For instance, we have eight bound volumes on the Massachusetts Adult Blind covering the years 1886-1933; eighteen about Helen Keller from 1887-1934.

Some of the other subjects which are in several volumes are: Dogs and the Blind, Lions Clubs, Brooklyn Blind Babies, Laura Bridgman, Prevention of Blindness, Thomas P. Gore and the Anthology of English Verse, 1734-1889. Besides the above, and other volumes not listed here, we have a Perkins Scrap Book in thirty-nine volumes, which has been kept since 1833, and a Miscellaneous Scrap Book in twenty-eight volumes, which was started in 1888. Fact and fable culled from these various and sundry titles, all of which are included in a subject card catalog, often prove not only interesting but exceedingly valuable in aiding those doing research work and seeking in this reference library a source of information and inspiration.

MARY ESTHER SAWYER.

THE REPORT OF THE PRINCIPAL

The Upper School

THE end of the school year 1934-35 marks the completion of our first year of the adoption of the six-three-three plan of education, which has worked out admirably for our students. Numerous changes were essential at the beginning of the year, especially in making the boys' and girls' upper schools more uniform in content of material taught, as well as in requiring an equal number of credits from each side for graduation. These changes were not made hurriedly but were the result of many conferences of teachers, Dr. Farrell, Miss Simonds and myself during the previous year.

September found us ready to begin our plan. Since Miss Simonds had been given a year's leave of absence, the responsibility for carrying out the educational program and arranging the individual schedules fell under my direction, while Miss Ferguson superintended the personal problems of the girls. We believed it would be advantageous for instructors to teach the same subjects in both schools, in order that certain teachers could concentrate on two subjects instead of having to teach four or five as they had formerly done, choosing those in which each was most proficient. The interchange of the faculty proved to be most worth while.

The high school with its five courses required that all departments work together for the common good of the student body, while observing the needs and wishes of the individual student and guiding him into that course which will be best for him. Some boys and girls look forward to college; but the hardships of a college education should not be minimized, neither should a pupil be allowed to feel that a college diploma assures him of a position. A commercial course is attractive to many, but graduation from that course does not necessarily mean that one is ready for an office position; for only the highest students in this field can hope to be placed. This is true of all the courses.

In order to give intelligent help to our students, standardized tests were given throughout the year. These tests, when properly used, are an excellent aid to the teacher in showing her points that she has under-emphasized in her teaching. She also discovers the definite places which are causing her problems in class. Since the poor reader will always be an inferior student, we felt it necessary to strengthen the reading habits of our pupils. By giving the Iowa Silent Reading Test to the groups from fourth grade to high school, we have been able to analyze and determine more concretely definite reading disabilities of each pupil. Once these disabilities are discovered, the child can receive intelligent assistance where it is needed.

However concerned we may be over the academic work of the School, we cannot afford to neglect the social life of our students. In response to a desire on the part of the faculty in the girls' school, that more opportunity for social gatherings and contacts be given to the girls, it was natural that the Girl Scout troop of the Lower School should extend its activities to include many of the Upper School girls. Fortunate, indeed, is the troop

to have as its captain such a woman as Mrs. Marjorie Platt, who brings to our girls desirable outside contacts. The Scouts have participated in inter-troop activities, thus making friends that otherwise would have been denied them. The play which they gave under Miss Haven's excellent coaching was exceedingly well done and netted them money for their treasury.

The girls, too, felt a desire for more extra-curricular activities, so an hour was set aside for the meeting of such clubs as they might form among themselves, which came to include a dramatic club, crocheting club, sewing club, hiking club and singing club. The last-named organization gave in June a delightful program of Stephen Foster's songs. The girls also believed that they should be represented on the editorial staff of "The Goat," the school paper which had been started by the boys. Since this met with the approval of all concerned, the girls were soon sharing an equal responsibility for maintaining the high standards that the editors had set at the beginning of their enterprise.

An interesting piece of work was accomplished by the student council from both the boys' and the girls' departments, which enabled the pupils to feel that they had a real opportunity to express their desires to the Director. This often proved valuable to the instructors as well as the students.

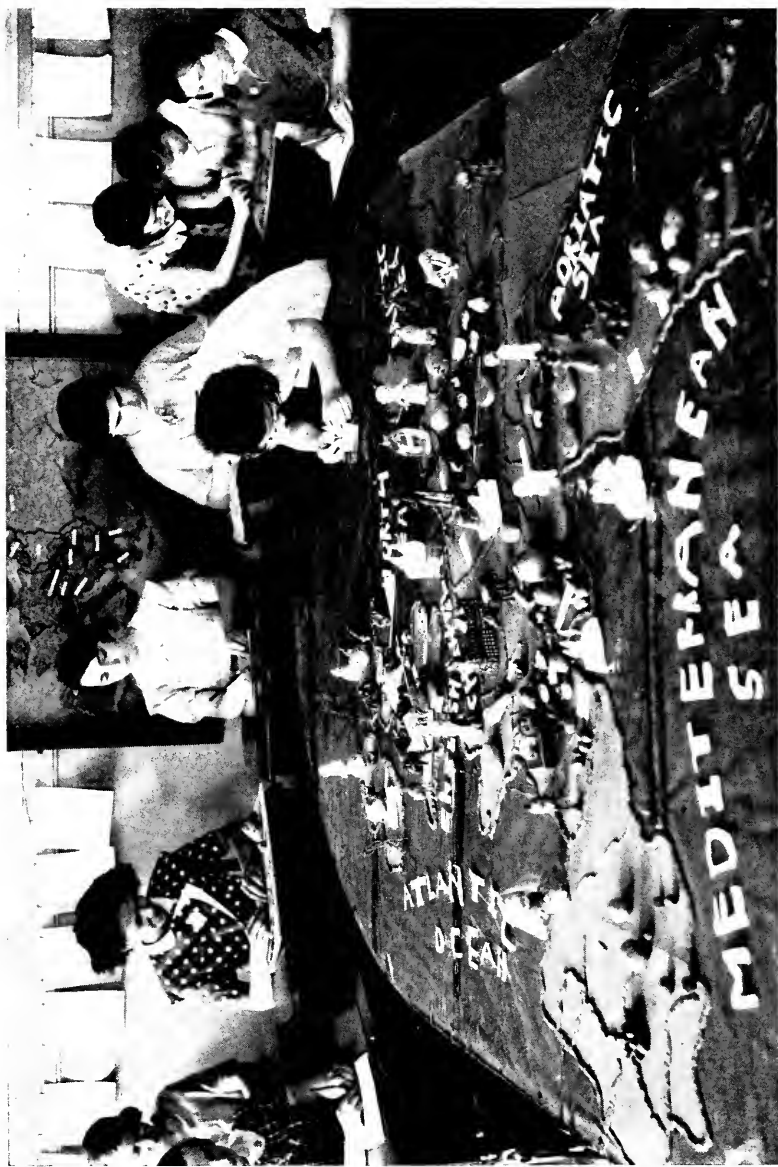
Social events and sports were not neglected on the boys' side. Several dances were held by Alpha Delta Tau fraternity, which also acted as host when the Hartford and Overbrook track teams visited us in June. Our track team once more had a season of victories with no defeats. More boys are showing interest in these activities, which helps to build up the school spirit. The big dramatic event of the year was the performance of "Boys will be Boys," which was especially good, as it called for a large number of boys in the cast.

Four boys and two girls were graduated in June. None of this class has continued on to college, but all are trying to take their places in their own communities. We have tried to prepare them for this important step, but we cannot tell as yet how nearly we have succeeded. If each one of these graduates is able to work, to earn at least a portion of his living, to get on peaceably with others, to co-ordinate his activities, both physical and mental, in the doing of significant tasks, then and only then can we say that we have been successful.

The Lower School

If one is to spend an entire day in the Lower School it is just as well to arrive in time for assembly at 8.45 A.M., for there is sure to be some interesting program presented by the pupils which will illustrate some phase of their units. On the particular morning chosen the visitors find a short, interesting sketch of Holland given by Miss Chamberlain's class.

Coming from assembly we proceed to Miss Humbert's room, where several kindergarten girls are sitting in a circle, listening to the story of the early American settlers and frequently asking questions which show their keen interest. Around the room one sees, in miniature, scenes depicting the manner in which peoples have lived from the early ages up to the present



A LOWER SCHOOL PROJECT



time. The topic of shelter seems to have furnished an absorbing and rather worth-while unit for these tiny beginners.

Miss Finkelstein's room appears to be in readiness for some gala Japanese event, as lanterns of many colors are hung about the room. The children are measuring with sticks, trying to get some idea of distances. Incidentally they are learning to add, although at this early stage of their education formal arithmetic is not taught. They do find, however, that it is necessary to know how many yards of cloth they must purchase for some costumes which they will need later in this Japanese unit which has materialized out of the study of clothing; for the story of silk became such a fascinating tale that it seemed only natural to stop for a while in Japan.

Stepping from this picturesque spot we find ourselves entering Mexico in Miss Morse's room. Only a few members of the class are there, as others have had to report to the Physiotherapy Department for their corrective exercises. The girls that are present are writing stories in braille about some of the interesting facts concerning food in Mexico. By this time we find it is the recess period when the pupils are to receive their milk and have an opportunity to play in the yard.

What a surprise awaits us in Miss Park's fifth grade, where the entire center of the room is taken up by a very large table, oblong in shape, about six feet by eight feet. This class is more than active; some are modeling grapes from plasticine, some carving boats out of soap; one girl is carefully making the outline of Italy and Spain, another is trying to put England in its proper place. Every one has something to do. This class for its unit is traveling over Europe, and certainly from the activity shown the pupils are sure to learn much from their year's study.

As we pass along the corridor we hear pupils at piano practice. Some have more talent than others, we judge, from the musical tones escaping through the walls. We go on to Miss Miller's room in time to hear the fourth grade girls reading stories about the Vikings. Little Viking boats, gay shields, and interesting maps attract our attention.

We find Mrs. Martz' sixth grade class in a small separate building of its own, behind the library. Gay flower boxes on either side of the door beckon a most cordial welcome to the visitor. As we step into the building we see several plasticine maps of California leaning against the wall with all kinds of labels on them showing what that State supplies to others. Just beyond there is a large map of the United States on which are many of the raw products found in this country, as well as crops raised, and from these strings pass to the table below showing the articles that are manufactured from the raw products. Near by are some fascinating books in which the girls have kept records of numerous trips which they have taken. As you read extracts from the stories you can almost smell the spices of Slade's factory or taste ice cream at the Hood plant.

Certainly we must not miss chorus. Miss Thayer has her hands full teaching sixty boys and girls new songs. Today the group is singing some of the rollicking tunes that Mr. Zanzig sang to the faculty. Miss Gring plays the tunes over while the pupils listen. Then words are given, and in no time the

class is swinging into the lilt of the song. It is now noon, so we must postpone the visit to the boys' side until afternoon.

After luncheon there is a rest period for all. Some, later, get out of doors to roller-skate, play ball, or work in the garden. At two, classes are resumed. We enter the boys' primary just in time to hear something about rats. To our surprise we are shown two white rats, one fat, the other lean. We learn that one has been fed milk and a balanced diet, while the other was given coffee, instead of milk, and an unbalanced diet. The boys are tremendously interested in the study of vitamins. In what more dramatic way can one drive home to these students the need of proper food! As we go upstairs we carry with us the hope that the lesson on food will carry over to the home.

We turn into Mrs. Mayshark's room, where we find eight boys sitting silently listening to one of those thrilling tales of the far north, of snow and ice, cold and hunger, dog teams and hard, stubborn life. As one watches the group, one begins to understand how the patience and guidance given to this class made it possible for them to make such an interesting Alaskan village. We hear sounds of hilarity farther down the corridor which makes us anxious to discover what is taking place. Imagine our surprise upon opening the door to discover that Miss Smith's class has completely made over their room to represent a Greek court with houses built on the four sides. Each boy has his own Greek house from which he recites while sitting in the doorway. Today two of the boys are presenting a puppet show much to the amusement of the others. It is evident that many hours of study of the customs of living and forms of architecture have been spent to produce such an atmosphere as one finds here. Little time is left if we are to visit the boys' kindergarten.

We find Miss Turner patiently trying to help one boy with his reading while the others are with Miss McKenzie, making belts, mats or pocket-books. Many of the first grade boys require individual attention, which is always willingly given. As we stand there a young sheik comes down the stairs and enters another classroom, so we follow him, wondering why this young Arab should call on Miss Nicholls' class. Our curiosity is soon appeased, for we quickly see a desert scene spread out before us, with miniature camels wandering along in stately caravan, while the Arabs sit and hear words of wisdom from their leader.

Music comes to our ears, so with a backward glance at this peaceful scene we enter the boys' kindergarten room. There the youngsters sit in little chairs around the piano, each one with his toy instrument playing as best he may, while Miss Burrill accompanies them on the piano. A toy orchestra in the making! If we had time to stay longer we would see many of the children on the playground, under the leadership of Miss Adams.

Back of all this unit work is the very capable guidance given the faculty by Miss Ellis of the Cambridge Lower School. Miss Ellis has been a constant source of inspiration and help, which has been most appreciated, for it is through her assistance that we are able to carry on in a progressive manner and bring to our pupils an enriched curriculum.

FRANCIS M. ANDREWS.

THE DEPARTMENT OF MUSIC

THERE have been several noteworthy events and developments in the music department during the past year. Perhaps the item of widest interest is the retirement of Miss Mary E. Burbeck as a member of the music staff after a continuous service of forty-two years.

Miss Burbeck came to Perkins in 1893, fresh from the New England Conservatory of Music, as a piano teacher. Four years later she took charge of the music library and became music reader to a sightless stereotyper. She soon mastered the braille, and became in course of time an authority on braille music transcription, and an expert proofreader. Her work with piano pupils in the intermediate grades was thorough and inspiring, and nearly all of the boys who have become good pianists and piano teachers during the last forty years have Miss Burbeck to thank for their solid foundation of technical training and appreciation of good music. She was not unmindful of her responsibility in other directions, and I venture to think that many a boy must have profited by her wholesome and rather stern ideas of good conduct and good manners.

Miss Burbeck's duties as piano teacher, proofreader and music librarian fully occupied her time, and during the last year she has labored indefatigably to organize and systematize our large collection of print and braille music, now permanently arranged in ample containers and cabinets in the south end of the museum gallery, where it has been carefully classified and catalogued.

Taking Miss Burbeck's place as librarian and proofreader is Miss Elizabeth C. Hart, a graduate of the New England Conservatory, who has begun her work with intelligence and enthusiasm. She is also teaching piano to a group of little boys with marked success.

Upon the resignation of Mr. Bernard J. Rockwood, special violin instructor, he was succeeded by Mr. Paul L. Bauguss, a graduate of the New England Conservatory, who has shown himself to be a fine and conscientious teacher and a "good fellow" among the boys.

Two seasons ago the experiment was tried of having two advanced pupils' recitals during the school year. Last year the experiment was repeated with success, and an intermediate recital was introduced about the middle of the year. There have also been numerous informal pupils' recitals during chorus rehearsal periods, which have been helpful in inducing poise and confidence on the part of the performers, and it is a valuable part of their training.

Seventy-one pupils and sixty-one leaders, using four hundred and forty-five tickets, have been privileged to attend some of the sixty-seven concerts for which tickets have been purchased since last October. These were concerts by two symphony orchestras, several choral societies, piano, violin, 'cello and vocal recitals, and two operas. In addition, sixty-seven pupils and leaders have attended seven concerts for which tickets have been generously

sent in, and there were three concerts in Dwight Hall, given by visiting artists, and two faculty recitals. As usual, these opportunities for hearing the best music react most favorably on the cultural life of the School through both pupil and teacher attendance, and is of undoubted value in maintaining standards of conduct in general, and of music in particular.

The girls' glee club has carried the name and fame of Perkins to eight communities the past year and has won warm commendation on every occasion. The charm and poise and skill of these young women in public performance, under the leadership of Miss Starbird, stimulate interest in our School and its pupils, and it is to be hoped that this excellent missionary organization may continue its good work for many more years.

Mr. Jenkins' music appreciation lectures have proved more popular than during the first year. The symphony was studied quite thoroughly, many symphonies were performed, and braille notebooks containing important themes and brief descriptions of forms were provided. There were twenty-three lectures with an average attendance of forty-one.

There were 105 pupils in the Upper School studying music in some form this year. Of these, 60 were piano pupils; 87, singing and solfeggio; 4, organ; 7, violin; 2, 'cello; 2, trumpet; and several have taken harmony, theory, music braille reading, and dictation.

The practice of music is coming back! Although the radio seemed to be injurious to music as a business, it has been a blessing in disguise, for it has created a great body of discriminating listeners, many of whom now crave self-expression in music. Hence the increasing number of choral societies and orchestras, and the smiles on the faces of most private music teachers. Our Normal Department could not get pupils a few years ago, and now we have a large waiting list. Our endeavor must be to prepare our musical pupils most thoroughly to take advantage of this rising tide, and to give to all our pupils a generous taste of this most universal and soul-nourishing art.

JOHN F. HARTWELL.

THE DEPARTMENT OF PERSONNEL AND RESEARCH

PSYCHOLOGICAL SERVICE

DURING the year the psychologist has supervised the measurement of the intelligence of the pupils and the training of the two Harvard students, Miss Kathryn Dodge and Miss Dorothy Sperry, who were assigned to this Department to do the testing, and has participated in the program with them. One hundred and fifty-eight pupils have been tested during the year, forty of whom have entered the School this year for the first time. The tests indicate that the range of intelligence possessed by our children corresponds closely with that of the general population. Of the present pupils forty-three are classifiable as below average in intelligence, while seventy are definitely superior, which indicates the need of class work adapted to the various individual capacities. With the wide range in age of our pupils and the small number possible in each group, the need for a large staff of teachers is readily understood.

The Consultation Service examined two children from New Hampshire, one from Vermont, one crippled child, who is losing her vision, from the Massachusetts Hospital School, and fourteen for the Board of Education of the Blind in Connecticut. It is hoped that the Personnel and Medical Departments in close co-operation can be used more widely in the future by the community as an advisory service for children with visual handicaps.

During the year twenty-six children in the primary grades were given Seashore tests of musical ability, which consist of victrola records presenting "six of the most fundamental and essential capacities for the hearing of music." The results were reviewed by the music teacher, Miss Thayer, and compared with her estimates of the children, showing an agreement of 87 per cent.

Since the chief function of the psychologist was concerned with the mental health and adjustment of the pupils, it was desirable to become acquainted with them as naturally as possible. Therefore the psychologist joined in the life of the School as fully as was feasible, playing with the younger children, taking older ones on shopping and other expeditions. Two informal weekly meetings were arranged with girls from the Upper School in their free time. One with the less mature girls in Bennett Cottage was purely recreational in aim. The psychologist took them to drive or to walk, roller skating, to the Franklin Park Zoo, or read aloud. The relationship thus established resulted in individual conferences and consultations on personal problems.

The other class, of older girls, was a discussion group for which the girls chose the topics themselves. Some of the topics were: feelings of superiority and inferiority; fears; friendship; how to choose and make friends; what one must give to a friend; what one wants from a friend; what we can do for girls who are lonely; annoyances to be avoided in friendship; how to get

on with people with whom we live; agreeable and disagreeable topics of table conversation; the nature of personality, of intelligence; dreams and day dreams; imagination; the problems of poor health; the injustices and the lucky breaks of life. From these discussions, it developed that the girls feel inadequate in regard to their social experience when they leave School.

They feel the need of more self-confidence in their appearance and conversation, and, especially, in their ability to handle satisfactorily, at the table, refractory viands, like steak, chops and salads. One meeting was spent in having the girls take turns telephoning in order to teach them to make a point clearly, courteously and without stumbling or embarrassment. Since the telephone is such a social and business asset to the blind, it seemed worth while to teach them to use it expressively. Because it is sometimes stated that blind people lack facial expression, another meeting was spent in dramatizing certain emotional situations, like fear, horror, surprise, belligerence and affectionate concern, with appropriate spontaneous dialogue and facial expression.

Two talks were given by the psychologist to the fifth and sixth grade girls, following which the meetings were thrown open to discussion, which led to a vociferous and simultaneous expression of opinions concerning life at Perkins Institution. These meetings, together with conferences and referrals from thirty-seven members of the staff, resulted in contacts with one hundred and thirteen pupils, several of whom came regularly, either for discussion, information, or the adjustment of some problem. Some of the problems about which the psychologist and the visitor were consulted by the teachers were concerned with the relation of pupils' ability to their school work; apparent changes in mental ability as shown by their school work; advice as to promotion and repetition of grades; how much could be required of certain ones; and how to appeal to the interests of others.

From the pupils came worries about school work and health, operations and illness, and how it would affect future occupations; neurotic symptoms, loss of voice, night terrors, enuresis and insomnia. There were disturbances caused by falling in love, desire for social contact with the opposite sex, for sex information, and there have been worries about home, financial status of the parents, feelings of guilt at living with more comfort at school than the family possessed at home, fear of illness, operations, and death in the family and lack of information about home. One small child in the Kindergarten worried because of the necessity for tact in relation to parents who were separated, but each of whom visited her frequently.

Some problems of personality become evident in the classroom and some in the cottages, so that the teachers and matrons have asked for home visits and studies of personality in order to understand the child. These problems have included uncoöperativeness and resistance to discipline, temper, lying, suspected stealing, egoism and seclusiveness; there have been the problems of friendship, — two inseparable friends, one dominating, the other in subjection; the friendless child who feels himself an outcast.

VOCATIONAL GUIDANCE

One of the most perplexing questions is, What employment will our pupils find after graduation, especially in these days when work is so rare for those without a handicap? The vocational courses in our curriculum offer opportunities for training — if only there were a market for trained boys and girls.

In order to steer our boys and girls into training for which they are fitted, a system of vocational guidance has been inaugurated this year. Thirty-seven boys in the upper classes were given vocational interviews by the psychologist to determine their plans in this respect. These were followed by a series of tests adapted by Dr. H. Moore of Mount Holyoke College, to measure special aptitudes. The test results were checked by teachers' judgment of the boys' ability by means of questionnaires. This material was laid before Dr. Moore when he came to interview the boys and to advise them about their choice of occupation. Several boys chose more than one occupation in order to have several strings to their bow.

Their choices were as follows:

Business or salesmanship	5	Mechanics	2
Teaching	4	Farming	2
Poultry farming	4	Law	2
Music	4	Radio business	2
Uncertain	4	Writing, journalism	2
Tuning pianos	3	Osteopathy	1
Caning chairs	3	Acting	1
Stenography	3	Janitor work	1

The boys who chose farming or poultry came from farms, so their choice was practical, as they will have a chance to carry on the work at home. Of the four boys who would like to teach, one wishes to teach young deaf-blind children or any young, handicapped children, preferably in the Azores; another wishes to teach backward blind boys; a third, physical education; and a fourth did not specify. We hope that in the future we can co-operate closely with the Division for the Blind by supplementing their efforts to find employment and occupations for our graduates.

PHYSIOTHERAPY

It is the aim of this Department to try to establish in the minds of the pupils an understanding of what constitutes correct body mechanics. Habits of good posture are attained only through prolonged and repeated exercises. Most important of all is that the pupils shall have a real desire to acquire and retain good posture and to learn conscious control of the muscles which govern it.

During the past school year eighty-nine pupils have reported regularly for individual work or for posture training in small groups. Forty-one Upper School boys have been seen once each month for follow-up work. In the Lower School classrooms a few minutes a day have been given to posture exercises. The room having the best posture for a period of time has been awarded a good posture banner which the children have been sur-

prisingly interested in winning. Attention has been given to the adjustment of chairs and desks in the classrooms and dining rooms.

Four pupils, because of some special physical disability, have had individual instruction in swimming. The deaf-blind children especially seem to enjoy this activity. One of them, Carmela Otero, was doing an almost perfect elementary back stroke after two lessons.

Most of the pupils coming to us are having exercises to correct such postural defects as round shoulders, forward head, hollow back, prominent abdomen and pronated feet; but some have difficulties other than postural, — disability in the use of the hands, spinal curvature, or spastic condition. All these require individual and special treatment in physiotherapy.

We feel that it is most important for children who already have one handicap to be given this opportunity for special training which makes not only for better health but for social and economic adjustment.

SPEECH CORRECTION

Early in the school year 1934-35 all new pupils were given speech tests which were duly recorded, and periods for individual corrective work were assigned for those showing defects as well as for those former pupils who still required attention. The definite schedule began with forty-five pupils, mostly belonging to the Lower School, and in spite of some changes the number remained the same at the end of the school year.

The most common defects have been due to infantile perseveration, lisping, foreign accent and stuttering. An outstanding achievement was an operation for cleft palate in an Upper School boy, which opened up new possibilities in speech improvement.

The children have enjoyed contribution to morning assembly programs, giving group performances as well as individual speeches and recitations; and they have gained both pleasure and profit from opportunities to hear the clear enunciation of good actors through attending plays in Boston.

FIELD WORK

During the year 1934-35 the work of the visitor was divided into three parts: (a) home visiting; (b) school conferences with parents and with students; (c) medical work in connection with hospital service.

Seventy-five home visits were made, — sixty-four in Massachusetts, ten in Rhode Island and one in Vermont. Of these, forty-nine were first visits, seventeen repeated, three to former pupils, and six to new applicants. The general aim of the visits was to give the parents first-hand information as to what the School was doing and thinking about their children and to learn their attitudes and plans for the future.

Requests for home visits came from the teachers, matrons, physiotherapists, psychologist and principal. Specific reasons for the visits were such as the following:

To learn personal history and background for the better understanding and help of the child in the classroom, in the cottage, and in his personal relationships.

To learn from the family their approach to the child, and to offer suggestions.

To give encouragement and to emphasize the child's abilities.

To determine the reason for prolonged absence from School and to advise accordingly.

To obtain health information and to explain the medical standpoint of the School.

To discover leads for use in vocational guidance.

To meet requests from the families.

Because some parents felt their children to be strangers to them in many ways, the visitor tried to make them feel that theirs was the responsibility for their own children, and that Perkins wanted their co-operation and help.

The second part of the work consisted of conferences held at the School with parents and with pupils. The former have come from Maine, New Hampshire, Massachusetts and Rhode Island, and the points discussed have embraced suggestions for the child's adjustment to school life, factors regarding physical health, and other matters. The conference work with the children was done in conjunction with the psychologist, principally as the result of home visits or some problem in connection with hospital work.

Through the medical phase of the work, which involved the keeping of two hundred and seventy appointments at the Massachusetts General Hospital, a more effective coördination of our facilities for mental and physical health was developed.

There has been a marked relationship between the three phases of the visitor's work, for the mental and physical factors in the make-up of an individual are interwoven, and the home bears directly on each.

A VISIT TO THE MEXICAN SCHOOL

During July, 1935, while the psychologist was attending the seminar in Mexico under the auspices of the Committee on Cultural Relations with Latin America, she visited the Federal School for the Blind in Mexico City. Besides visiting classrooms, dormitories and dining rooms of both the blind and deaf departments, the psychologist was introduced to several of the pupils, one of whom could speak a little English and who said that it was the dream of her life to spend a year at Perkins Institution. The director of the school and Miss Cortés, the principal, a former Harvard student at Perkins, showed the utmost cordiality and arranged to have the school jazz orchestra play the "Blue Moon," following which two little pupils danced one of the national dances in colorful costumes. Miss Cortés said that one of the ideas she had received at Perkins was the fact that the dance, such an important part of Mexican culture, could be utilized as a means of expression and social participation for the blind.

ELIZABETH M. HINCKS.

THE DEPARTMENT OF DEAF-BLIND

OUR report for the school year of 1934-35 will show an enlarged program for the department.

In order to extend our work as widely as possible we have received for training here, for a period of three months each, three young women from schools for the blind or deaf, — Miss Walker of Virginia, Miss Bronson of Michigan, and Miss Huset of Minnesota, their home duties being taken over in turn by our exchange teacher, Miss Ruth Stackpole. Miss Hoshor has developed her work with Helen Siefert of Nebraska, and Miss Keyes with Carmela Otero of Newark, both accepting the double responsibility of acting as teacher-mother and giving full time to the teacher-training work. Miss MacDonald of the Harvard Class gave auricular stimulation through the Phipps Unit; and Mr. Jablonske of the regular staff carried on the academic work of the older deaf-blind pupils, giving part-time instruction to Winthrop Chapman and Earl Martin.

Another feature of our work this year was concerned with auricular stimulation, undertaken with three pupils of the Lower School, who had been referred to us for special exercises by means of the Phipps Unit. We were glad to note improvement in the hearing of all of these children.

In regard to our individual students: Winthrop C. Chapman completed with credit the curriculum of the tenth grade, studying French and Latin with Miss Barbour, Ancient History and English Literature with Mr. Neal, piano with Miss Matthews, and physical training with Mr. Di Martino.

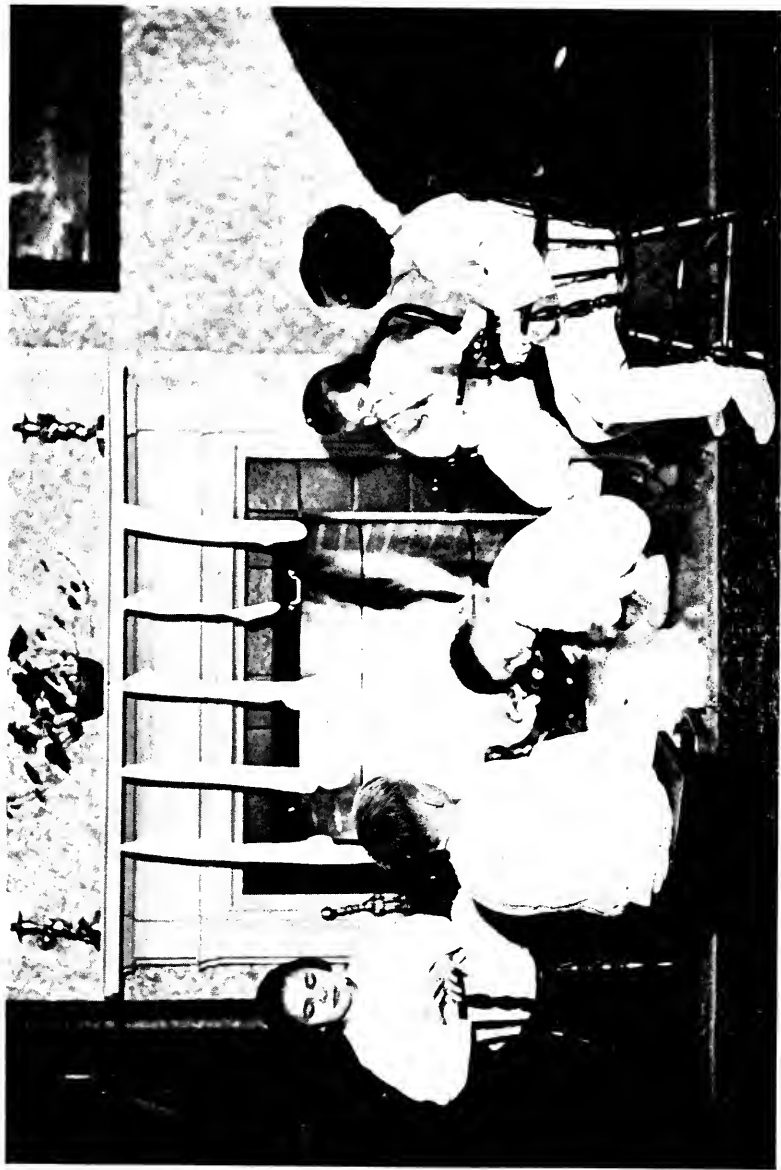
Clifton L. Sears has given much attention to auricular stimulation and special speech work, and has progressed well in hearing and articulation.

Leonard Dowdy, who entered school nearly three years ago at the age of five years, has shown gratifying progress. He now has a vocabulary of more than 850 words, which we have been able to record. Through daily stimulation of his residual hearing, by use of the Phipps Unit, he now gives evidence of hearing through air certain loud, high-pitched sounds, such as the barking of a dog or the shrill tone of a whistle.

Helen and Carmela, our two little girls who entered last fall at the ages of seven and six years, are very bright and capable. In some respects they have covered more ground than Leonard did in his first year with us, — due, possibly, to the fact that they were older when they entered School. Helen's handwork is very good, while Carmela is better in rhythm.

Thus from year to year we carry on with ever-increasing courage and hope.

INIS B. HALL.



DEAF-BLIND CHILDREN WAITING FOR SANTA CLAUS



THE DEPARTMENT OF HEALTH

Physician's Report

GENERAL HEALTH

AT the opening of the school year all pupils were examined, especial attention being paid to those coming to Perkins for the first time. All new pupils not previously tested for syphilis had a sample of blood taken for this purpose. Those pupils both new and old who were under weight, susceptible to colds, otherwise below par, or who showed any deviation from the normal, were specially designated for follow-up, and appropriate treatment prescribed. At the suggestion of the Personnel Department, a number of special examinations of the hearing of selected pupils were done during the year.

CONTAGIOUS DISEASES

The policy of employing all practicable and well-proved methods of preventing the contagious diseases of early life has been continued with the co-operation of the State Department of Public Health. In particular, testing for susceptibility to and immunization against scarlet fever was again done this year. Diphtheria testing and immunization were done as usual. Eight cases of whooping cough occurred in the girls' kindergarten. In a year when both measles and German measles were very common elsewhere, even closing some schools, we had only ten cases of the former and eight of the latter.

TUBERCULOSIS

The Chadwick Clinic of the State Department of Public Health again visited Perkins. Thirty-six new pupils were tested, and nine were X-rayed. No significant evidence of tuberculosis was found, and only four were advised to have another X-ray next year.

NEW DEVELOPMENT

This year a weekly clinic for the treatment of pupils with congenital syphilis was established. This clinic was managed with the technical assistance of Mrs. Romero and in co-operation with the Skin and Nerve Clinics of the Massachusetts General Hospital. In none of these pupils was the disease in a contagious form. The care of this group at the Institution we believe is an important and necessary part of the health program for a

certain number of the blind, even though improvement in the blindness itself may only very rarely be expected.

ROBERT S. PALMER, MD.

Dentist's Report

The Dental Department has been engaged during the past year not only with the alleviation of dental troubles but also with a continuation of the dental research project which was started last year. With the co-operation of the Medical Department a study is being made of the causes of dental decay with special reference to the relation of nutrition to mouth health.

The pupils of Perkins are being fed a well-balanced, nourishing diet, and the result of this proper nutrition is a lessened amount of dental ills. Those children found to have extensive dental decay, or who were under weight, were given dietary supplements of halibut liver oil and tomato juice. They have improved wonderfully on this nutritional régime. Dental examinations are being made periodically, and the statistics from these surveys are being studied. The results are not yet ready for publication, but so far they look very good.

A group of Lower School boys, under the direction of Miss Evans, carried out a nutrition experiment with albino rats. They charted the weekly weights and made a graph which very plainly showed that it is much better to drink milk than coffee if a strong, well-developed body is desired.

We are indebted to the Dental Hygiene Department of the Forsyth Dental Infirmary in Boston for giving each student in the Upper School an oral prophylaxis. The work was done at the Forsyth Dental Infirmary.

The following is a summary of dental operations performed in the Upper School:

Silver alloy fillings	232	Prophylaxes	134
Cement fillings	109	Restorations (partial dentures)	2
Synthetic porcelain fillings	37	X-rays	32
Extractions	10	Completed cases (all work completed)	77
Silver nitrate treatments	144		

MARK D. ELLIOTT, D.D.S.

Dentist's Report

Dental caries is still one of the gravest health problems. We hope that science will find a simple way to control this evil, but for the present, reliance must still be placed on frequent prophylaxis, elimination of defects, pits and fissures.

Certain adjustments of the diet are of great importance. Unfortunately the children are away from the School nearly fifteen weeks during the year. Consequently the benefits of the improved diet are delayed.

During the school year, ending June, 1935, the following operations were performed for the children attending the kindergarten:

Alloy fillings	344	Miscellaneous treatments	108
Cement fillings	6	Permanent teeth extracted	4
Combination cement and alloy	10	Temporary teeth extracted	32
Silicate fillings	13	Prophylactic treatments	119
Devitalized teeth treated	1	Radiographs	2
Number of treatments	3		

Total number pupils treated:

Upper School	11
Upper School completed	3
Kindergarten completed	110
Kindergarten, new pupils	25

REINHOLD RUELBERG.

THE DEPARTMENT OF TEACHER TRAINING

DURING the early years of the Harvard Course on the Education of the Blind, when the idea was new and the work untried, a fair education and a desire for service were considered sufficient qualification for admittance. Now, demands upon teachers are more severe, and our courses must comply with the requirements of school superintendents. College preparation, or its full equivalent in training and service, together with ample recommendation and references, is required of all candidates, and these conditions were met by the thirteen members of the class of 1934-35.

The Harvard Course, N1, was conducted as usual, with Dr. Allen in charge. Twenty-two topics were treated in twenty-eight lectures, mostly given by Dr. Allen, but with occasional assistance from specialists in certain branches of the work. Foremost among these was Dr. Edward M. Van Cleve of New York, who presented lucid and helpful talks on the beginnings of sight-saving classes and on the movement for the prevention of blindness. Extensive lists of reading were covered, twelve field visits were made, and the course closed with the writing of an intensive thesis on a subject connected with their research, and with an examination in which all acquitted themselves well.

In January, the superintendent of the Wisconsin School for the Blind asked for a primary teacher to fill a temporary vacancy, and one member of the class was chosen, taking this experience, with full credit, instead of the Special Methods Course, which therefore had only twelve students, two of whom took the work as N102, for credit at Harvard. Extensive practice teaching under supervision was carried on throughout the School, with daily conferences and four weekly lectures. Most of these were given by our teaching and administrative staff, but we also had several extra-mural speakers, including Mr. Arthur Sullivan, on Placement Problems; Dr. Hayes and Dr. Moore of Mount Holyoke, on Psychology and on Guidance Programs; and Dean Holmes of Harvard Graduate School of Education, on Aims of Education. Dr. Farrell gave us important monthly sessions and devoted much time and effort in securing placement for our students, in which he had gratifying success. The year's work closed with a theme, presented orally by each member to the class, and with an examination.

The group of students has been a happy and harmonious one. They have enjoyed considerable social life and have always been most helpful in their relations to the School. Most of them left us with positions already secured, in which we wish them every success.

JESSICA L. LANGWORTHY.

THE DEPARTMENT OF BUILDINGS AND GROUNDS

AS the past quadrennial has envisaged rapid and radical changes in educational methods, both in the world of the seeing and among the visually handicapped, so there have also been many changes in systems and plans here at Perkins to keep in line with the modern trends and findings. This spirit has, perforce, projected itself into the Maintenance Department, and the past four years have seen many changes in the physical equipment of Perkins. What many of these changes have been has been told in preceding reports. One year has been allotted to the rejuvenation of the living quarters of the school; one season the concern was with the service areas and exteriors; and still another, with changes and improvements at the Lower School.

The year 1934-35 has had as its watchword the modernization of the educational facilities of the Upper School, and no pains or thought has been spared to give the pupils the best classrooms in which they can receive their education under the revised plans of the Scholastic Department. To this end the Howe Building was almost completely renovated. All classrooms were first painted, new lights installed, new ventilating window shades purchased, and, finally, by the special vote of the Trustees, it was decided to re-equip with new desks and chairs for pupils and teachers alike. Working to this end a special study was made of the needs of blind pupils. Considerable correspondence was had with other schools, conferences were arranged with pupils and teachers, and specialists in construction were consulted and sample desks made. Out of all this came a specialized desk for our classrooms of which the staff at Perkins are indeed proud. In it are provided places for large braille textbooks, braillewriters, slates, styluses, and braille paper, while the top of the desk is of sufficient height and size to make the handling of and studying with braille equipment comfortable and convenient.

Again this summer it has been also necessary to add shelving to our classrooms and libraries. This matter of bookshelving becomes an increasingly acute problem as new textbooks appear in braille and the government becomes more generous in its allowance for additional braille literature.

Among the new educational ventures of the last quadrennial has been the course in auto-mechanics, and this has proved so worth while, and the blind so apt in auto repair work, that it was decided this year to give the course a specially equipped shop to work in. To this end a portion of the basement manual training quarters was partitioned off, a garage-size door cut into the outer wall, and a road approach constructed so that now it will be possible to get cars in and out with convenience.

Minor changes have constantly been taking place, and among them might be mentioned the hanging of new draw curtains in the chapel, acoustical treatment of a newly enlarged music room and the Board room, and a new flagpole at the entrance to the boys' school. Perhaps from the standpoint

of the pupils one of the most valuable changes has been the lowering of the concrete posts marking the cottage entrances, and also the widening and lowering of the posts at the entrance to the Closets. These posts had been considered a source of annoyance and injury for years.

Routine maintenance work has brought into continuing sharpened focus the need for definite renewal or replacement of much brick or wood construction which after a quarter of a century has now shown almost complete disintegration. A major effort to combat the toll of time was made this year in the renewal, with concrete and steel, of the wooden feet supporting the lead-covered tower lantern.

Every year sees some definite addition or improvement to the existing structures, and this year it has taken the form of the addition to the principal's house of a much-needed attached garage and an extra bedroom. This work was done under contract, with plans and supervision by Clifford Albright, architect.

This addition to Mr. Andrews' house has made necessary a suitable approach to the garage, and considerable time has been spent by the grounds maintenance forces during the year in building this new roadway, which, indeed, opens up a section of the grounds heretofore unused. Besides this extra work and the perpetual round of seasonal duties, the boys' running track was lengthened to a full one hundred yards, a new snowslide was built for the children at Glover Cottage, a big pignut tree in front of Fisher Cottage (being dead) was removed, and a new fence was built around the tennis court. A new walk for little children was laid in front of the physiotherapy quarters, and all roads and walks were patched and improved as much as time and funds would allow.

Very often in the course of his work the writer hears the comment of interested visitors to the effect that "it is too bad that the blind cannot enjoy the beauties of the Perkins grounds," and it therefore would not seem out of place here to emphasize the fact that the children here do truly enjoy the lawns, shrubs, trees and flowers that are provided for them, and that they are just as quick to sense disorder and neglect as any other folks. For their benefit and for our many visitors from home and abroad our endeavor is to make Perkins as beautiful as a very limited budget will permit.

Hardly to be counted among projects which come under the heading of "Watertown Buildings and Grounds" was the complete overhauling this summer of the Perkins building at 133 Newbury Street, Boston. Used as it is by several groups of the blind, and visited by many friends of the cause, this building had come into a state of disrepair that was no credit to Perkins, and so during August the maintenance force of the School was used to repair and repaint the building from cellar to attic, leaving the building ready for many more years of usefulness.

Looking at the entire year in retrospect one sees it not as a time of any great major physical changes, but as one of providing every department of the School with improved facilities for continuing years of effective service to the blind.

NELSON COON.

THE WORKSHOP FOR ADULTS

THE Industrial Department had an increase of 3 per cent in sales during the past year, but did not quite reach the average of the past five years. The wages paid to its twenty blind workers amounted to \$13,529.47, an increase of 5 per cent over the previous year.

We continued the newspaper advertising directed to our patrons on the North and South shores, and sent out raised type announcements in "line letter" to all our customers. It is interesting to record that these are treasured in many instances, for, months after they are sent out, we are occasionally surprised with a return card ordering our truck to call for articles to be repaired. In addition to these announcements we circulated an article which originally appeared in a Newton newspaper, entitled "Knots and Notches," written by Dr. Farrell shortly after an early inspection of our plant.

We have distributed this pamphlet widely, as we realize how important it is for our patrons to learn of the ways in which we safeguard their property. It describes fully how we make and use our "shop numbers." These are made by tying knots, about one-quarter of an inch apart, in a single strand of twine; thus four knots is read as the number four; tens are made by leaving a space of an inch between two sets of knots, so three knots and six knots, with an inch space between, become 36 to our workers. In marking mattresses, two such "shop numbers" are attached to safety pins, and these fastened to the article; then the mattress starts on its journey through our Workshop, going first to the fourth floor where the hair or other filling is removed from its covering; one numbered safety pin is left with the hair, which is then placed in a separate bin for picking when needed; the other number remains on the ticking, which goes to the first floor to be made ready for filling. When it is given to the mattress-maker he reads the number by the knots and then calls for the horsehair by the same number from the pickerman on the floor above. By this careful method we are certain that no errors of substitution or exchange can be made with any one's property.

We have also other ways in which our patrons' wishes are kept in mind. These are by means of "notches" in the tags attached to each mattress or other article. Many customers specify how they like to have their mattresses remade, — soft, medium or extra firm; most permit us to add sufficient material to replace that wasted in repicking; sometimes mattresses are to be altered to a different size. All these separate items of information can be noted by means of notches on the tags; so the workmen cannot go astray when remaking the mattress.

All workshops can make use of such devices to insure that their patrons' orders are properly followed, but it applies particularly to those shops catering to repair work. "Knots and Notches," by Dr. Farrell, describes our work more fully than we have space for here, and we shall be pleased to

send a copy to any one who writes for it. We are glad to have the article to present to people, for it explains the care we give to their orders.

Many inner spring mattresses have been made this year, for we are having quite a success with them, never having had one returned as unsatisfactory. One of our Boston hospitals has placed an order with us to make over all their beds with this style mattress, and we have already made them over one hundred. Another hospital and a private school have had a few to try out, and we expect to have many more to make for them. At the convention of the American Association of Workers for the Blind, held at Louisville, Kentucky, only two mattresses were on display, since but few shops of our sort have gone into this handicraft. However, these two mattresses, one of which was from our shop, attracted much attention.

Mrs. Alice C. Howard retired after a service extending over forty years, of which the last eighteen were served as a full-time seamstress. She is the widow of Eugene C. Howard, who was manager of our Workshop Department from 1891 to 1908. The experience Mrs. Howard absorbed from her husband was of great value to us, particularly in the excellence of our cushion work.

The following is a résumé of the work done and wages received in the Workshop Department during the fiscal years ending August 31, 1934 and 1935.

	1933-34	1934-35
Mattresses received from institutions, etc.	1,275	1,203
Mattresses received from individuals	1,659	1,787
Total mattresses received	2,934	2,990
New horsehair picked (pounds)	4,100	5,150
Old hair picked (pounds)	100,127	104,146
Mattresses, new and remade, sent out	2,979	3,208
Chairs recaned	3,407	3,445
Wages paid to seamstresses	\$1,050 80	\$1,229 20
Wages paid to mattressmakers	7,473 48	8,121 11
Wages paid to chaircaners	4,355 80	4,179 16
Total wages paid to blind workers	\$12,880 08	\$13,529 47
Sales for the year	\$35,887 99	\$37,048 38

FRANK C. BRYAN.



A BRAILLE SHORTHAND WRITER



TRANSCRIBING FROM THE EDIPHONE

THE HOWE MEMORIAL PRESS

DURING the past year the Press printed books and magazines containing 11,069 pages, of which 6,602 were printed for the Library of Congress. Ten books were distributed to the twenty-two regional libraries; among these was "Samuel Gridley Howe," by his daughter, Laura E. Richards, in two braille volumes. We were especially pleased to be awarded the printing of this new biography of Dr. Howe. One reviewer says, "The author has succeeded in making us realize the magnetic, dynamic personality of her father and the intensity with which he lived."

Eight books were printed for the Kindergarten, and seven for the Upper School; among the latter are another "Perkins Play," "The Romancers;" an "Esperanto Course for Beginners;" "Perkins Institution and Its Deaf-Blind Pupils," by Anna Gardner Fish, Registrar of Perkins; and "The Foundation Primer," by H. Randolph Latimer, which gives to beginners in standard English braille the correct usage of the many contractions of grade two, and will even be of benefit to the many volunteer transcribers of manuscript books for the blind, as well as to embossers and proof readers in braille printing houses. Mr. Latimer is the author of our present best seller, "The Primer for Adults," written for beginners in grade one and a half, and we anticipate that the new book will have just as wide a circulation.

Ten issues of "The Perkins Goat" were published during the year and mailed by the boys at the Watertown Post Office, where the magazine is now "entered as second class matter." Last December the girls of the Upper School were invited to become contributors. "The Lantern" was issued quarterly to 350 braille readers, and sent through the mails free of postage to all desiring to keep in touch with the many activities of Perkins.

The game of "Anagrams" has been developed this year. It is the outgrowth of a word game used by one of the teachers to aid her pupils in spelling. The tiny pasteboard pieces used for her game were not easy to handle, so, after much experimentation, we finally tried out wooden blocks, one-quarter of an inch thick, on which the braille characters are pressed. Each piece has the corresponding ink letter pressed into it, so that seeing people may also play. The directions for the game are printed in braille and in ink print. The pieces may be used in other ways than for this game alone. Already one deaf-blind woman uses a set of the letters in corresponding at home with her deaf sister; because of their limitations this is their only means of communication without a go-between. The letters are also ideal for solving many styles of Anagram puzzles appearing in the daily newspapers. The experience we gained in making these pieces will be of value in making games of similar type.

For the past year one of our girls, who takes braille dictation in the office at Perkins, has been testing the latest model of the shorthand braillewriter,

and upon her recommendation we made a dozen machines of this model during the year.

A table giving the production and distribution of appliances for the past year and the grand total since September, 1907, follows.

FRANK C. BRYAN.

WORK ACCOUNT FOR THE YEAR ENDING AUGUST 31, 1935

Plates embossed:		
Literature	11,069	
Music	1,067	
		12,136
Printing:		
Literature	822,523	
Music	183,040	
		1,005,563

APPLIANCES AND GAMES	Made this Year	Distributed this Year	Total Sold from Sept. 1, 1907, to Aug. 31, 1935
Pocket slates	676	727	17,870
Desk slates	1,264	985	19,219
Card-marking slates	—	19	203
Styluses	4,540	3,327	84,264
Braillewriters:			
Hall	—	—	145
Boston	—	—	68
Perkins Model A	—	—	106
Perkins Model B	—	—	100
Perkins Model C	—	—	100
Perkins Model D	—	21	27
Perkins Shorthand	13	3	16
Writing boards:			
Aluminum	—	59	1,767
Fiber	835	578	13,273
Aluminum alphabets	100	124	1,790
Wire signature guides	15	31	556
Peg boards:			
Plain	18	72	1,238
Reversible	27	8	298
Map cushions	4	4	85
Caning vises	—	10	79
Tennis racket vises	—	—	8
Wringer printing presses	—	—	14
Thermometers	100	38	259
Barometers	—	4	28
Season apparatus	—	—	3
Taylor Octagonal Arithmetic Slates for Pennsylvania Institute	—	—	1,075
Games:			
Checkers	161	153	3,719
Dominoes	123	116	2,723
Puzzle-peg	—	19	371
Playing cards	32	43	1,415
Chess	—	3	5
Anagrams	26	1	1

During the year the Press purchased letterpress books for the Special Reference Library and for the Circulating Library, amounting to \$655.69, and purchased embossed books from other presses to the value of \$254.31, a total of \$910.

REPORT OF THE REGISTRAR

ON the first of October, 1935, there were 311 blind persons registered at Perkins Institution, or nine more than on the same date of the previous year. This registration includes 81 boys and 69 girls in the Upper School, 48 boys and 68 girls in the Lower School, 25 teachers and officers, and 20 adults in the Workshop at South Boston. There are also 13 resident students taking the Harvard Course on the Education of the Blind. There have been 45 admitted and 36 discharged during the year.

On June 2, 1935, there occurred in San Diego, California, the death of Miss Mary K. Moffitt, who for twenty-four years had served the Institution as switchboard operator, mail distributor and receptionist, and who had endeared herself to the members of the Perkins family and to all who came to the School by her cheery greetings and her ready helpfulness and sympathy towards all. She had kept so closely in touch with Perkins since resigning her position that she still made her living presence felt; and she is mourned whole-heartedly by her former associates.

The death of Mrs. Lilla L. Turner, matron of Eliot Cottage, which occurred July 29, 1935, removed from our midst one who, in the single year of her service, had filled her position efficiently and pleasantly, and was held in affectionate regard by her household.

Causes of Blindness of Pupils admitted during the School Year, 1934-35. — Ophthalmia neonatorum, 2; optic atrophy, 8; optic atrophy and congenital cataract, 1; congenital optic atrophy, 1; congenital cataracts, 3; congenital cataract with buphthalmos, 1; congenital cataract with bend keratitis and hypotonia, 1; congenital amblyopia, 1; congenital amaurosis, 1; congenital coloboma and disorganized globe, 1; coloboma of iris and choroid, 1; separation of retina, 1; retinitis proliferans and separation of retina, 1; degeneration of retina, 1; retinitis pigmentosa, 3; chorio-retinitis, 1; disseminated choroiditis, 1; accident, 3; spinal meningitis, 2; anophthalmos and sympathetic ophthalmia, 2; anophthalmos and buphthalmos, 1; buphthalmos, 3; interstitial keratitis, 4; uveitis and blocked pupil, 1; phthisis bulbi and anterior staphyloma, 1; corneal leucoma, 3; high hypermetropia and corneal scars, 1; posterior synechia and shrunken globe, 2; amblyopia, 1.

GRADUATES OF THE CLASS OF 1935 — Charles Casella, Theodore Walter Kwastneski, Janina V. Nowicka, Mary Rose Stanevich, Bernard Franklin Stevens, Clifford Gordon Williams.

CERTIFICATES FROM THE PIANOFORTE NORMAL DEPARTMENT — Alfred Cormier, Paul Giuliana.

CERTIFICATE FROM THE PIANOFORTE TUNING DEPARTMENT — Joseph René Gagnon.

CERTIFICATE FROM THE MANUAL TRAINING DEPARTMENT — Mary Rose Stanevich.

ANNA GARDNER FISH.

LIST OF PUPILS

OCTOBER 1, 1935

UPPER SCHOOL

Accorsi, Annie.
Andrews, Mary E.
Bedrosian, Mary.
Bradley, Doris G.
Bresnahan, M. Fay.
Buckley, Frances A.
Campbell, Catherine M.
Candage, Rachel E.
Chelifou, Doris E.
Clarke, Virginia.
Coombs, Shirley.
Correia, Angelina.
Correia, Fanny.
Corsi, Angelina.
Cox, Ruth A.
Crossman, Evelyn M.
Czyzewski, Margaret J.
Dardioli, Luigina.
Davy, Lillian.
Dean, Virginia M.
Della Morte, Maria.
Del Padre, Eva.
Devino, Catherine L.
Downey, Mary A.
Falcione, H. Olga.
Farmer, Regina J.
Foley, V. Marion.
Getchell, Barbara.
Gurry, Martha V.
Harley, Rita M.
Homer, Georgianna.
Irwin, Eleanor I.
Johnson, Doris L.
Kennedy, Ethel I.
Kovalczyk, Lorraine.
Lerner, Marion M.
Libbey, Fannie E.
Logan, Mertys M.
Lord, H. Edith.
Lovejoy, Mildred E.
McNamara, Eileen.
McNamara, Lorraine.
Mierzewski, Stephanie.
Miller, M. Alice.
Moreau, Barbara L.
Mullaney, Margaret L.
Nickerson, Vivian M.
Nicolais, Lucy.
Nicolaou, Kyriake.
O'Donnell, Lorraine.
Oulton, Sabra.
Pepe, Carmella.
Pepe, Philomena.
Pomerleau, Grace.
Potter, Ruth.
Price, Ruth E.
Reese, Helen.
Reinert, Elsie.
Reinert, Marion.
Still, Evelyn G.
Surprenant, Lillian V.
Swanson, Grace E.
Taylor, Everill.
Thorne, Alice B.
Tramontozzi, Elena.
True, Wilma L.
Wolfson, Martha.
Youngblood, Mary J.
Younie, Bernice E.
Allen, Alden E.
Autuori, Americo.
Barker, Douglas H.
Beaudry, Roger W.
Benoit, Joseph C.
Besette, Francis E.
Brothers, C. Lewis.
Brzoza, Walter.
Buttles, Stephen A.
Calderaro, Rosario.
Campbell, Peter F.
Caroselli, Andrea.
Carr, Walter P.
Case, Norman S.
Cetto, Joseph.
Chapman, Winthrop C.
Chombeau, Bertrand.
Cirella, Anthony.
Clement, Harris K.
Cliche, Emery.
Cookson, Robert.
Cormier, Alfred.
Correia, Joseph.
Delaney, James D.
Desrosiers, Gerard N.
Di Francesco, John.
Dowdy, Leonard.
Ellis, Warren P.
Feleciano, Ralph F.
Fitzpatrick, Henry.
Fournier, Francis J.
Fox, Robert F.
Gambardelli, Arthur J.
Garaventa, Arthur.
Gifford, D. Paul.
Giuliano, Paolo.
Hunt, Stanton N.
Hutchinson, William L.
Ireland, Carl V.
Johnson, William M.
King, Carl S.
King, John C.
Kwoisnieski, Thad. W.
Lahti, George V.
MacLaughlin, Leroy B.
MacShawson, Irving J.
Marchisio, Guido.
Marinello, Domenic.
Martin, Earl.
Maynard, Merrill A.
McGillicuddy, John L.
Medeiros, Joseph.
Miskivitch, Norbert.
Morrison, John J.
Morrissette, Emile.
Neuwirth, William A.
Nichols, Alaric G.
Nichols, Hayden A.
Pasterczyk, Henry.

Pike, N. Neal.
 Plourde, Gilbert.
 Pollino, Anthony.
 Queenan, Leo F.
 Raczkowski, Teddy F.
 Rainville, Hervey L.
 Ramos, Joseph.
 Richardson, Clyde E.
 Scott, Robert J.
 Scully, Spencer.
 Sears, Clifton L.
 Serino, Joseph.
 Small, Philip L.
 Soutier, Francis.
 Starkey, Samuel.
 Stec, Edward R.
 Swett, Frank A.
 Tancelle, Gideon.
 Thompson, R. Lawrence.
 Tobey, Arthur W.
 Vincent, A. Roy.
 Zarr, William.

LOWER SCHOOL

Accorsi, Elizabeth.
 Bamford, Marie.
 Banda, Theresa C.
 Beaudette, Marie B.
 Berarducci, Joan E.
 Blakely, Priscilla.
 Blanchette, Esther A.
 Boudreau, Louise.
 Bourdon, Natalie J.
 Budrow, Florence Y.
 Casella, Grace L. T.
 Cavanaugh, Gertrude E.
 Cerullo, Ida.
 Corkum, Jacqueline T.
 Costa, Alice.
 Coutu, Ida M.
 Delorey, Elizabeth A.
 Deschesne, Marie.
 Donovan, Mary E.
 Drake, Elaine M.
 Farias, Alice.
 Fleming, Lillian G.
 Gaudreau, Lorraine N.
 Gibalerio, Kathryn Z.
 Hayman, Margaret L.
 Helbert, Catherine T.
 Herron, Edith.
 Herron, Melina.
 Hill, Gloria F.
 Homans, Patricia M.
 Johnson, Virginia L. D.
 Kucab, Julia.
 Landi, Elena.
 Langlois, Estelle Y.
 Lovett, Thelma L.
 Lozo, Annie M.
 MacDonald, Hope M.
 Maffini, Gloria F.
 Marrama, Josephine.
 Martinelli, Mary P.
 McIntosh, Marjorie A.
 Medeiros, Kathleen R.
 Medeiros, Stella M.
 Metcalf, Gloria C.
 Minezzi, Virginia L.
 Mulford, Norma J.
 Murby, Harriet E.
 Nadeau, Cecile.
 Nicholas, Bernice.
 Nicholas, Doris.
 O'Shea, Anita M.
 Otero, Carmela.
 Papagno, Mary.
 Patch, Joyce M.
 Pepe, M. Angelina.
 Porcaro, Helena R.
 Porcaro, Marcelline M.
 Regan, Mary.
 Reynolds, Dorothy H.
 Robbins, Mary.
 Roode, Marilyn.
 Siefert, Helen.
 Stanley, Norma M.
 Tebbetts, Margaret E.
 Terrien, Alice M.
 Tirocchi, Salma.
 Wright, Louise H.
 Zagunis, Bernice B.
 Boroni, Gene.
 Bradford, James A.
 Briggs, Clarence.
 Broadbent, Samuel A.
 Burke, William.
 Burnham, Rudolph M.
 Callero, Joseph.
 Colley, C. Richard.
 Cordeau, Francis R.
 Correia, Frank.
 Corsi, Alfred.
 Costa, Jesse.
 Cotter, Thomas E.
 Crane, Richard L.
 Curtin, Charles E.
 Curtis, Harold A.
 Devino, Francis.
 Eaton, Richard L.
 Evensen, Richard H.
 Fortes, Andrew.
 Fournier, Arthur J.
 Gayzagian, Albert K.
 Gillis, Robert A.
 Johansen, Nils A.
 Kennedy, Albert E.
 Kiwior, Bronislaw.
 Lewis, Winfield E.
 Little, Hollis A.
 Macomber, Hollis N.
 McKenne, Thomas M.
 Merriam, Donald P.
 Morris, Kenneth A.
 Moseley, Edward L.
 Murphy, William H.
 Nicholas, Leo.
 Patch, Robert L.
 Peterson, Edmund M.
 Rosati, Ettore G.
 Sacco, Anthony.
 Saint, W. Francis.
 Santangelo, Samuel P.
 Southern, Charles D.
 Strangis, John F.
 Thornton, Ralph E.
 Van Vliet, Franklin E.
 Walsh, James.
 Zarr, Alexander.
 Zermas, George.

ACKNOWLEDGMENTS

I. — ACKNOWLEDGMENTS FOR CONCERTS, RECITALS AND DRAMATICS

To Miss MARY STRICKLAND, for eight tickets for a concert by the Harvard Glee Club and Radcliffe Choral Society in Sanders Theatre, Cambridge.

To Mrs. M. G. HAUGHTON, through Mr. Wallace Goodrich, for the use of two tickets for a concert by the Boston Symphony Orchestra, Symphony Hall, Boston.

To Mr. GEORGE FLOR, for nine tickets for his pianoforte recital in Steinert Hall, Boston.

To Mr. PAUL L. BAUGUSS, conductor, for a general invitation to a concert by the Boston West End E. R. A. Orchestra at the Peabody Playhouse, Boston.

To Mrs. E. TALMADGE ROOT, for twenty-five tickets for a concert by the Chancel Choir of Worcester in Jordan Hall, Boston.

To Mrs. FRANK CHOUTEAU BROWN, for twelve tickets for a concert by the Boston Music School Settlement in Jordan Hall.

To Miss MARIAN DECOURCY WARD, for two tickets for the Russian Balalaika concert in Boston.

To Mrs. WILLIAM S. SIMS, for a ticket (admitting two persons) for a concert under the leadership of Mr. Henry Mozealous in Whitney Hall, Brookline.

To Mr. ERNEST L. NICHOLS, for a general invitation to a concert by the Boston E. R. A. Orchestra and the Newton E. R. A. Chorus in the Senior High School, Newtonville, Mass.

To the PEN, PAINT AND PRETZEL CLUB of Tufts College, for an invitation to the "Perkins Players" on two occasions to attend dress rehearsals of dramatic presentations.

To the WATERTOWN SQUARE THEATRE, for courtesies extended to our pupils in connection with several screen productions.

II. — ACKNOWLEDGMENTS FOR RECITALS AND LECTURES IN OUR HALL

To Dr. SAMUEL P. HAYES, for talks on "Mental Mechanisms," on "Laziness," and on "Impatience and Procrastination."

To Señorita POLACIOS, for a talk on Mexico.

To Mr. WILLIAM D. STRONG, for a pianoforte recital.

To Mr. ARMIN DONIEZ, for a talk on Esperanto.

To Dr. FRANCIS C. WEI, head of the Central China College at Wuchang, for a talk on "Education and the New Movement in China."

To Dr. HERBERT MOORE, for a series of inspirational talks on requirements in the business world.

To the NORTHLAND COLLEGE CHOIR of Ashland, Wisconsin, Prof. Sigvart J. Steen, conductor, for a brief concert.

To Mr. AUGUSTUS D. ZANZIG of the National Recreation Association, for a demonstration of community singing.

To Mrs. LUCIA AMES MEAD, for a talk on international affairs.

To Dr. RANDALL CAPEN, for a talk on China.

To Prof. JOSEPH FURNESS, for a talk on "Modern Literature."

To the Rev. GORDON BIGELOW, for a talk on "Preparation for Outstanding Achievements."

To the GREATER BOSTON E. R. A. CHORUS, Mr. Frederick Lamb, conductor, for a concert.

To Dr. EDWARD M. VAN CLEVE, Mrs. CORA L. GLEASON, Mr. IWAHASHI of Japan, the Hon. THOMAS P. GORE, Dr. FREDERICK L. MACDONALD, and the clergy of Watertown, for chapel talks.

To the patriotic organizations of Watertown, for exercises in commemoration of Memorial Day.

III. — ACKNOWLEDGMENT FOR BOOKS AND PERIODICALS

Embossed Periodicals. — American Review, The Beacon, Braille Courier, Braille Star Theosophist, Catholic Review, Christian Record, Christian Science Bible Lessons, Church Herald for the Blind, Esperanto Ligilio, The Evangel, Herald of Christian Science, The Illuminator, International Braille Magazine, Jewish Braille Review, Lions Juvenile Braille Monthly, Lutheran Herald for the Blind, Lutheran Messenger for the Blind, Matilda Ziegler Magazine, Maryland Oriole, Messenger to the Sightless, National Magazine for the Blind, Our Special, Red and White, The Searchlight, Texas Meteor, Weekly News.

Letter Press Periodicals. — Arizona Cactus, Blindesaken, Colorado Index, Ohio Chronicle, Optimist, Our Dumb Animals, Rocky Mountain Leader, Utah Eagle, West Virginia Tablet.

To MARY R. BURROUGH, HOLMES-SCHENLEY COMPANY, Mrs. CHARLES L. JOHNSON, LADIES AUXILIARY OF THE CINCINNATI LIONS CLUB, LUTHERAN MISSION FOR THE BLIND, ROBERSON CLUB OF RALEIGH, N. C., ANNIE M. STIMSON, for embossed books.

To HARVEY FIRESTONE, BOSTON CHAPTER OF AMERICAN RED CROSS, AMERICAN GAS ASSOCIATION, CHEMICAL FOUNDATION, N. M. SEN GUPTA, ROTARY CLUB OF HUNGARY through Dr. ZOLTAN KOOS, for letter press books.

To MARY G. BRADFORD, JULIA MORY BUNCE, CLARA LOUISE CAPEN, RACHEL L. CLARKSON, ALICE B. CONGDON, ALICE M. DAY, EMMA L. DOWNING, ELSIE L. FLINT, HILDRED E. GROSS, MARY HOLBROOK, MARY HOLLISTER, ALICE W. HUNT, RUTH MASSEY, GEORGIA C. NOYES, EDNA C. ROLLINS, EDITH L. SCHMIDT, HARRIET S. STEINBACH, CAROLYN THAYER, ANITA S. WARD, ROSE WEINBERG, ISABEL WESSON, for hand-transcribed books for the lower school.

To JOSEPH T. W. BROWDER, ELOISE P. CHAMBERLAIN, CAROLINE E. COOKE, HELEN R. COOPER, RUTH B. CORNING, LOUISE D. GARDNER, ELEANOR H. LOVETT, DOROTHY M. MCCOY, ADELAIDE S. NEWLIN, JEAN PARKS, THOMAS F. ROCHFORD, ROSE WEINBERG, for hand-transcribed books for the circulating library upper school.

To the BOSTON CHAPTER AMERICAN RED CROSS for binding many hand-transcribed books.

IV. — ACKNOWLEDGMENTS FOR GIFTS AND SERVICES

To Mrs. E. PREBLE MOTLEY, Mrs. HOMER GAGE, Mrs. EDWARD LAMSON, and the QUINCY WOMEN'S CLUB JUNIORS, for gifts of money for special purposes.

To Mrs. ASTRID WILSON, Miss ALMA L. TIMPER, Mrs. EDWARD MOSELEY, Miss BLANCHE LITTLE, Mrs. MARY O'NEILL, Miss NETTIE B. VOSE, Mrs. W. M. MURPHY, Mr. LEROY EATON, and an unknown friend, for confectionery at Christmas time and on other occasions; and to Miss MARION R. CASE of Weston, for Christmas greens.

To Mrs. C. S. KING, for hot cross buns; and to Mrs. MARIE FORTES, for apples and cranberries.

To the JUNIORS of the Church School of Brighton Congregational Church, through Mrs. SILAS W. ANTHONY, for Easter cards with greetings in the braille (embossed) system.

To Mrs. HAROLD D. BORNSTEIN, Mrs. BARRON, Mrs. OLIVE W. PUTNAM, Mrs. BURTON LANGWORTHY, Mrs. THOMAS MCKENNE, Mrs. WILLIAM LORD, and the ROCHELLE CLEANSERS, for articles of clothing.

To Mrs. MINNIE HOWLAND, for a doll; to Mrs. LILLA L. TURNER, for valentines; and to Miss MARY R. BURROUGH, for ivory toys.

To the LADIES' VISITING COMMITTEE TO THE KINDERGARTEN, for the gift of an oil painting; and to Mrs. KIRKLAND H. GIBSON, for the loan of four oil paintings.

To the estate of Miss MARIA PURDON, through Mr. JAMES PURDON, for two teakwood bookcases.

To Miss ELIZABETH B. MANLEY, for a Victrola and many choice records, with cabinet and radio attachment; and to Mrs. BLISS KNAPP, for player-piano rolls.

To Mr. UNOSUKE KAWAMOTO, for four silk banners from Japan, beautifully embroidered.

To the BOSTON COMMITTEE FOR THE BLIND, Mrs. FRED HOCHBERGER, chairman, Mrs. HENRY E. FRIEDMAN, chairman of entertainment, for gifts of money, clothing, confectionery, ice cream and cake, sociables for the cottage families, personal service to certain pupils, assistance in providing camping trips for some of the boys, and regular conveyance for several pupils to and from Temple Israel, Boston.

To the parish of ST. PATRICK'S CHURCH, Watertown, for safe and regular transportation of pupils to and from services at that church.

To Mrs. PAUL E. FITZPATRICK, for the use of her car in carrying a group of pupils to Echo Bridge, Newton.

STATEMENT OF ACCOUNTS

BOSTON, October 2, 1935.

To the Board of Trustees, Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts.

GENTLEMEN:— I have audited the accounts of the Treasurer of the Institution, for the fiscal year ending August 31, 1935, and have found that all income from investments and proceeds from sales of securities have been accounted for, and that the donations, subscriptions, miscellaneous receipts, as shown by the books, have been deposited in bank to the credit of the Treasurer of the Institution.

I have vouched all disbursements and verified the bank balances as at the close of the fiscal year.

All of the securities, as shown by the books, were verified by certification of the custodian, the New England Trust Company.

In my opinion, the accompanying statements, covering the Institution, Howe Memorial Press Fund, and Kindergarten, correctly set forth the income and expenditures for the fiscal year ending August 31, 1935.

Respectfully submitted,

JOHN MONTGOMERY,
Certified Public Accountant.

INSTITUTION

BALANCE SHEET, AUGUST 31, 1935

Assets

Plant:			
Real estate, Watertown — less depreciation	\$450,538	24	
Real estate, South Boston	91,000	00	
Real estate, Boston — less depreciation	43,882	11	
			\$585,420 35
Equipment:			
Tools, etc.	\$5,955	92	
Furniture and household	14,496	94	
Music department	23,350	00	
Library department	111,786	20	
Works department	23,218	51	
			178,807 57
Investments:			
Real estate	\$263,788	19	
Securities	1,817,679	96	
Securities — Varnum Fund	179,016	03	
Securities — Baker Fund	13,669	61	
Mortgage receivable	826	87	
			2,274,980 66
Inventory of provisions and supplies			3,931 67
Accounts receivable			3,002 50
Cash on hand			21,919 62
			\$3,068,062 37

Liabilities

General account			\$267,352 81
Funds and legacies:			
General	\$2,102,565	57	
Permanent	572,208	80	
Special	107,461	34	
			2,782,235 71

Unexpended income, special funds	\$11,502 25
Clock and organ fund	524 19
Accounts payable	2,257 08
Vouchers payable	4,190 33
Total	\$3,068,062 37

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1935

Interest and dividends, general purposes	\$78,547 79	
Interest and dividends, special funds	4,974 96	
Interest and dividends, Varnum Fund	9,252 50	
	<u>\$92,775 25</u>	
Less rent, net loss	203 00	\$92,572 25
		<u>483 19</u>
Annuities		1,964 27
Donations		
Tuition and board, Massachusetts	\$62,850 00	
Tuition and board, others	34,195 44	
		<u>97,045 44</u>
Total		\$192,065 15
Less special fund income to special fund accounts		4,974 96
		<u>\$187,090 19</u>
Net income available for general purposes		\$187,090 19
Expenses:		
Pensions	\$5,624 00	
Treasurer's miscellaneous expenses	1,118 45	
Expenses, 133 Newbury Street	578 77	
Depreciation, 133 Newbury Street	419 57	
Fire insurance premiums	336 88	
Net charge to Director (see detailed statement)	159,241 51	
		<u>167,319 18</u>
Balance of income		\$19,771 01

Director's Expense Account

YEAR ENDING AUGUST 31, 1935

Administration:			
Salaries	\$7,939 91		
Supplies	926 42		
Telephone and telegraph	756 01		
Publicity	1,252 77		
			<u>\$10,875 11</u>
Special departments:			
Library salaries	\$1,179 96		
Library supplies	218 95		
			<u>\$1,398 91</u>
Health salaries	\$2,065 64		
Health supplies	251 96		
			<u>2,317 60</u>
Hospitalization		85 04	
Personnel salaries	\$2,300 00		
Personnel supplies	253 13		
			<u>2,553 13</u>
			<u>6,354 68</u>
Education:			
Literary salaries	\$21,945 00		
Literary supplies	1,248 31		
			<u>\$23,193 31</u>
Manual training salaries	\$9,325 00		
Manual training supplies	181 53		
			<u>9,506 53</u>
Music salaries	\$7,735 00		
Music supplies	572 85		
Special repairs music department	1,100 00		
Depreciation music department	1,292 22		
			<u>10,700 07</u>
			<u>43,399 91</u>

Household:			
Salaries		\$19,283 83	
Food		15,645 02	
Furnishings and supplies		3,308 92	
Laundry salaries		2,217 06	
Laundry supplies		216 78	
Depreciation on furnishings and household equipment		1,139 18	
			\$41,810 79
Maintenance:			
Engineers' salaries	\$6,539 80		
Light, heat, power and supplies	14,417 76		
		\$20,957 56	
Building salaries	\$4,799 81		
Building supplies and repairs	2,581 32		
		7,381 13	
Ground salaries	\$3,282 60		
Ground supplies	736 34		
		4,018 94	
Depreciation on buildings, Watertown		14,165 80	
Depreciation on tools and equipment		689 22	
			47,212 65
Other expenses:			
Automobile	\$507 41		
Liability insurance	732 29		
Pension retirement plan	\$4,463 54		
Less contributed by employees	2,201 84		
		2,261 70	
Industrial department		1,006 66	
Tuning department		3,168 17	
Net loss — Works department		5,934 29	
			\$13,610 52
Total other expenses			
Less credits:			
Industrial department	\$736 51		
Tuning income	3,109 50		
Discounts	143 44		
Bad debt recoveries	32 70		
		4,022 15	
			9,588 37
Net charge to Director			\$159,241 51

Income Special Funds

On hand September 1, 1934		\$10,608 39
Add income 1934-35		4,974 96
Total		\$15,583 35
Distributed		4,081 10
Unexpended income August 31, 1935		\$11,502 25

WORKS DEPARTMENT

BALANCE SHEET, AUGUST 31, 1935

Assets

Cash	\$410 66
Accounts receivable	3,961 49
Merchandise inventory	6,699 52
Machinery and tools	4,650 16
Furniture and fixtures	6,714 52
Auto trucks	782 16
Total	\$23,218 51

Liabilities

Main office	\$29,152 80
Less net loss	5,934 29
Total	\$23,218 51

PROFIT AND LOSS, AUGUST 31, 1935

		<i>Revenue</i>	
Sales			\$37,048 38
		<i>Expenditures</i>	
Materials used		\$10,127 33	
Salaries and wages		26,739 87	
General expense		3,651 22	
Auto trucks expense		793 06	
Pension retirement plan	\$237 41		
Less contributed by employees	56 72		
		180 69	
Total expenditures			41,492 17
Loss			\$4,443 79
Add:			
Depreciation on fixed assets		\$1,484 85	
Loss on bad accounts		8 65	
		1,493 50	
Total			\$5,937 29
Less:			
Bad debts recovered			3 00
Net loss for the year ending August 31, 1935			\$5,934 29

INSTITUTION FUNDS, AUGUST 31, 1935

Special funds:			
Robert C. Billings (for deaf, dumb and blind)		\$4,000 00	
Marks I. Cohen (for Jewish children) (spent)		-	
John D. Fisher (education teachers and others)		5,230 00	
Joseph B. Glover (for blind and deaf)		5,000 00	
John Goldthwait (charitable)		1,333 15	
Harris Fund (outdoor relief)		26,667 00	
Maria Kemble Oliver (concert tickets)		15,000 00	
Prescott (education teachers and others)		21,231 45	
Elizabeth P. Putnam (higher education)		1,000 00	
Richard M. Saltonstall (use Trustees)		3,000 00	
A. Shuman (clothing)		1,000 00	
Augustine Shurtleff (for deaf, dumb and blind)		1,750 00	
Thomas Stringer (care of T. S., etc.)		15,880 32	
Julia E. Turner (education of worthy needy)		6,369 42	
		\$107,461 34	
Permanent funds (income for general purposes):			
George Baird		\$12,895 21	
Charles Tidd Baker		13,958 09	
Charlotte Billings		40,507 00	
Frank W. Boles		76,329 02	
Stoddard Capen		13,770 00	
Jennie M. Colby, in memory of		100 00	
Ella Newman Curtis Fund		2,000 00	
Stephen Fairbanks		10,000 00	
David H. Fanning		5,010 56	
Helen Osborne Gary		10,000 00	
Harris Fund (General Purposes)		53,333 00	
Harriet S. Hazeltine Fund		5,000 00	
Benjamin Humphrey		25,000 00	
Prentiss M. Kent		2,500 00	
Kate M. Morse Fund		5,000 00	
Jonathan E. Pecker		950 00	
Richard Perkins		20,000 00	
Henry L. Pierce		20,000 00	
Mrs. Marilla L. Pitts, in memory of		5,000 00	
Frederick W. Prescott, Endowment		25,338 95	
Frank Davison Rust Memorial		4,000 00	
Samuel E. Sawyer		2,174 77	
Charles Frederick Smith		8,663 00	
Timothy Smith		2,000 00	
Mary Lowell Stone Fund		4,000 00	
George W. Thym		5,054 66	
Alfred T. Turner		1,000 00	

Permanent funds (income for general purposes) — *Con.*

Levina B. Urbino	\$500 00
William Varnum Fund	180,130 54
Ann White Vose	12,994 00
Charles L. Young	5,000 00

\$572,208 80

General funds (principal and income for general purposes):

Elizabeth B. Allen	\$500 00
Charlotte H. Andrews	15,169 87
Ellen S. Bacon	5,000 00
Elizabeth B. Bailey	3,000 00
Eleanor J. W. Baker	2,500 00
Calvin W. Barker	1,859 32
Lucy B. Barker	5,953 21
Francis Bartlett	2,500 00
Elizabeth Howard Bartol	5,000 00
Mary Bartol	300 00
Thompson Baxter	322 50
Samuel Benjamin	250 00
Robert C. Billings	25,000 00
George Nixon Black	10,000 00
Susan A. Blaisdell	5,832 66
Dehon Blake	500 00
William T. Bolton	555 22
George W. Boyd	5,000 00
Caroline E. Boyden	1,930 39
Mary I. Brackett	5,263 33
J. Putnam Bradlee	268,391 24
Charlotte A. Bradstreet	23,273 49
Ellen F. Bragg	8,006 68
Lucy S. Brewer	10,215 36
Florence N. Bridgman	500 00
J. Edward Brown	100,000 00
Maria A. Burnham	10,000 00
T. O. H. P. Burnham	5,000 00
Abbie Y. Burr	200 00
Annie E. Caldwell	4,000 00
Emma C. Campbell	1,000 00
Ellen G. Cary	50,000 00
Edward F. Cate	5,000 00
Robert R. Centro, in memory of	10,000 00
Fanny Channing	2,000 00
Mary F. Cheever	200 00
Ida May Chickering	1,052 03
Ann Eliza Colburn	5,000 00
Susan J. Conant	500 00
William A. Copeland	1,000 00
Louise F. Crane	5,000 00
W. Murray Crane	10,000 00
Harriet Otis Cruft	6,000 00
David Cummings	7,723 07
Chastine L. Cushing	500 00
I. W. Danforth	2,500 00
Charles L. Davis	1,000 00
Etta S. Davis	8,027 87
Susan L. Davis	1,500 00
Joseph Descalzo	1,000 00
Elsie C. Disher	163,250 07
John H. Dix	10,000 00
Mary Frances Drown	20,762 43
Alice J. H. Dwinell	200 00
Amelia G. Dyer	40,043 00
Mary Agnes Eaton	2,978 88
Mary E. Eaton	5,000 00
William Eaton	500 00
Ann J. Ellis	1,023 00
Martha S. Ensign	2,505 48
Orient H. Eustis	500 00
Sarah M. Farr	64,247 43
Mortimer C. Ferris Memorial	1,000 00
Annie M. Findley	500 00
Thomas B. Fitzpatrick	1,000 00
John Forrest	1,000 00
Ann Maria Fosdick	14,333 79

General funds (principal and income for general purposes) — <i>Con.</i>	
Nancy H. Fosdick	\$3,937 21
Sarah E. Foster	200 00
Mary Helen Freeman	1,000 00
Cornelia Anne French	10,000 00
Martha A. French	164 40
Ephraim L. Frothingham	1,825 97
Jessie P. Fuller	200 00
Thomas Gaffield	6,685 38
Albert Glover	1,000 00
Joseph B. Glover	5,000 00
Benjamin H. Goldsmith	11,199 68
Charlotte L. Goodnow	6,471 23
Maria W. Goulding	2,332 48
Charles G. Green	39,328 65
Mary Louise Greenleaf	199,189 94
Ellen Page Hall	10,037 78
Ellen Hammond	1,000 00
Hattie S. Hathaway	500 00
Jerusha F. Hathaway	5,000 00
Lucy Hathaway	4,577 00
Charles H. Hayden	27,461 01
John C. Haynes	1,000 00
Mary E. T. Healy	200 00
Joseph H. Heywood	500 00
Ira Hiland	3,893 37
George A. Hill	100 00
Margaret A. Holden	3,708 32
Charles Sylvester Hutchinson	2,156 00
Katharine C. Ireson	52,037 62
Eliza J. Kean	49,599 64
Marie L. Keith	2,000 00
Ernestine M. Kettle	10,000 00
B. Marion Keyes	6,350 00
Lulu S. Kimball	10,000 00
Lydia F. Knowles	50 00
Davis Krokyn	100 00
Catherine M. Lamson	6,000 00
Susan M. Lane	815 71
Lewis A. Leland	415 67
Benjamin Levy	500 00
E. E. Linderholm	505 56
William Litchfield	7,951 48
Mary I. Locke	8,361 89
Hannah W. Loring	9,500 00
Adolph S. Lundin	100 00
Susan B. Lyman	4,809 78
Stephen W. Marston	5,000 00
Elizabeth S. Martin	1,000 00
William H. Maynard	21,984 04
Charles Merriam	1,000 00
Mary H. Miller	1,012 50
Louise Chandler Moulton	6,500 00
Mary A. Muldoon	100 00
Sarah M. Nathan	500 00
Joseph F. Noera	2,000 00
Ella Nye	50 00
Emily C. O'Shea	1,000 00
Sarah Irene Parker	699 41
William Prentiss Parker	2,500 00
George Francis Parkman	50,000 00
Grace Parkman	500 00
Philip G. Peabody	1,200 00
Elizabeth W. Perkins	2,000 00
Ellen F. Perkins	2,500 00
Edward D. Peters	500 00
Clara J. Pitts	2,000 00
George F. Poland	75 00
Sarah E. Pratt	2,988 34
Grace E. Reed	5,054 25
Matilda B. Richardson	300 00
William L. Richardson	50,000 00
Anne Augusta Robinson	212 20
Julia M. Roby	500 00
Mary L. Ruggles	3,000 00

General funds (principal and income for general purposes) — *Con.*

Elizabeth H. Russell	\$500 00	
Marian Russell	5,000 00	
Nancy E. Rust	2,640 00	
Emily E. St. John	5,015 00	
Joseph Scholfield	2,500 00	
Sarah E. Seabury	3,116 01	
Richard Black Sewell	25,000 00	
Charles F. Sherman	2,000 00	
Margaret A. Simpson	968 57	
Ellen V. Smith	25,000 00	
Esther W. Smith	5,000 00	
Sarah F. Smith	3,000 00	
The Maria Spear Bequest for the Blind	15,000 00	
Henry F. Spencer	1,000 00	
Cora N. T. Stearns	53,558 50	
Lucretia J. Stoehr	2,967 26	
Joseph C. Storey	122,529 58	
Sophonra S. Sunbury	365 19	
Mary F. Swift	1,391 00	
William Taylor	893 36	
Joanna C. Thompson	1,000 00	
William Timlin	7,820 00	
Alice W. Torrey	71,560 00	
Sarah E. Trott	2,795 86	
Mary Wilson Tucker	481 11	
George B. Upton	10,000 00	
Charles A. Vialle	1,990 00	
Abbie T. Vose	1,000 00	
Nancie S. Vose	300 00	
Horace W. Wadleigh	2,000 00	
Joseph K. Wait	3,000 00	
Harriet Ware	1,952 02	
Allena F. Warren	2,828 33	
William H. Warren	4,073 17	
Charles F. Webber	11,250 00	
Mary Ann P. Weld	2,000 00	
Oliver M. Wentworth	300 00	
Cordelia H. Wheeler	800 00	
Opha J. Wheeler	3,086 77	
Samuel Brenton Whitney	1,000 00	
Adelia C. Williams	1,000 00	
Judson Williams	3,628 46	
Mehitable C. C. Wilson	543 75	
Esther F. Wright	5,899 80	
Thomas T. Wyman	20,000 00	
Fanny Young	8,000 00	
William B. Young	1,000 00	
		<hr/>
		\$2,102,565 57
		<hr/>
		\$2,782,235 71
		<hr/>

KINDERGARTEN

BALANCE SHEET, AUGUST 31, 1935

Assets

Plant:		
Real estate, Watertown — less depreciation		\$368,184 59
Equipment:		
Furniture and household	\$12,005 60	
Tools, etc.	4,946 86	
Music department	9,100 00	
Library department	86 59	
		<hr/>
		26,139 05
Investments:		
Real estate	\$409,228 27	
Securities	1,789,123 69	
Securities — Baker Fund	20,469 48	
		<hr/>
		2,218,821 44
Inventory of provisions and supplies		3,764 81
Accounts receivable		1,697 94
Cash on hand		15,275 40
		<hr/>
Total		\$2,633,883 23
		<hr/>

		<i>Liabilities</i>	
General account			\$614,060 08
Funds and legacies:			
General		\$1,763,680 90	
Permanent		214,444 97	
Special		27,985 35	
			2,006,111 22
Unexpended income, special funds			11,045 55
Vouchers payable			1,105 74
Accounts payable			1,560 64
Total			<u>\$2,633,883 23</u>

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1935

Rent net income			\$3,162 88
Interest and dividends, general purposes			83,509 22
Interest and dividends, special funds			1,373 31
Tuition and board, Massachusetts		\$37,590 00	
Tuition and board, others		30,180 00	
			67,770 00
Donations			120 78
Total			\$155,936 19
Less special fund income to special fund accounts			1,373 31
Net income available for general purposes			\$154,562 88
Expenses:			
Pensions		\$8,460 00	
Treasurer's miscellaneous expenses		1,109 88	
Fire insurance premiums		336 87	
Net charge to Director (see detailed statement)		146,193 75	
			156,100 50
Expenses in excess of income			<u>\$1,537 62</u>

Director's Expense Account

YEAR ENDING AUGUST 31, 1935

Administration:			
Salaries		\$7,939 92	
Supplies		729 33	
Telephone and telegraph		756 05	
Publicity		1,188 95	
			\$10,614 25
Special departments:			
Library salaries		\$1,740 00	
Library supplies		93 02	
			\$1,833 02
Health salaries		\$2,107 15	
Health supplies		288 63	
			2,395 78
Hospitalization			127 82
Personnel salaries		\$5,450 00	
Personnel supplies		174 87	
			5,624 87
			9,981 49
Education:			
Literary salaries		\$17,527 50	
Literary supplies		1,354 39	
			\$18,881 89
Manual training salaries		\$3,675 00	
Manual training supplies		108 27	
			3,783 27
Music salaries		\$3,950 00	
Music supplies		263 61	
Depreciation		225 00	
			4,438 61
Deaf-blind salaries		\$2,920 00	
Deaf-blind supplies		224 82	
			3,144 82
			<u>30,248 59</u>

Household:			
Salaries		\$17,647	75
Food		16,092	28
Furnishings and supplies		3,448	32
Laundry salaries		2,217	07
Laundry supplies		216	83
Depreciation on furnishings and household equip- ment		1,187	06
			<u>\$40,809 31</u>
Maintenance:			
Engineers' salaries	\$6,539	80	
Light, heat, power and supplies	14,391	85	
			\$20,931 65
Building salaries	\$4,951	83	
Building supplies and repairs	2,665	05	
			7,616 88
Ground salaries	\$3,317	08	
Ground supplies	736	43	
			4,053 51
Depreciation on buildings, Watertown		11,191	02
Depreciation on tools and equipment		577	10
			<u>44,370 16</u>
Other expenses:			
Automobile		\$507	52
Liability insurance		541	85
Pension retirement plan	\$3,173	60	
Less contributed by employees	1,245	00	
			1,928 60
Tuition and board		7,290	44
Loss on bad accounts		24	00
Extraordinary expense		25	00
			<u>\$10,317 41</u>
Less discounts		147	46
			<u>10,169 95</u>
Net charge to Director			<u><u>\$146,193 75</u></u>

Income Special Funds

On hand September 1, 1934		\$10,172	71
Add income 1934-35		1,373	31
			<u>\$11,546 02</u>
Total			500 47
Distributed			<u>\$11,045 55</u>
Unexpended income August 31, 1935			

KINDERGARTEN FUNDS, AUGUST 31, 1935

Special funds:			
Charles Wells Cook (scholarship)		\$5,000	00
Helen Atkins Edmands Memorial (scholarship)		5,000	00
Glover Fund (Albert Glover, blind deaf mutes)		1,054	10
Ira Hiland (income to W. E. R. for life)		1,000	00
Emmeline Morse Lane (books)		1,000	00
Leonard and Jerusha Hyde Room		4,000	00
Dr. Ruey B. Stevens (clothing)		4,000	00
Lucy H. Stratton (Anagnos Cottage)		6,931	25
			<u>\$27,985 35</u>
Permanent funds (income for general purposes):			
Mary D. Balfour	\$5,692	30	
Charles Tidd Baker	20,945	09	
William Leonard Benedict, Jr., Memorial	1,000	00	
Samuel A. Borden	4,675	00	
A. A. C., in Memoriam	500	00	
Helen G. Coburn	9,980	10	
M. Jane Wellington Danforth Fund	10,000	00	
Caroline T. Downes	12,950	00	
Charles H. Draper	23,934	13	
Eliza J. Bell Draper Fund	1,500	00	
George R. Emerson	5,000	00	
Mary Eveleth	1,000	00	

Permanent funds (income for general purposes) — *Con.*

Eugenia F. Farnham	\$1,015 00
Susan W. Farwell	500 00
John Foster	5,000 00
The Luther & Mary Gilbert Fund	8,541 77
Albert Glover	1,000 00
Mrs. Jerome Jones Fund	9,935 95
Charles Larned	5,000 00
George F. Parkman	3,500 00
Catherine P. Perkins	10,000 00
Frank Davison Rust Memorial	15,600 00
Caroline O. Seabury	1,000 00
Phoebe Hill Simpson	3,446 11
Eliza Sturgis Fund	21,729 52
Abby K. Sweetser	25,000 00
Hannah R. Sweetser Fund	5,000 00
Levina B. Urbino	500 00
May Rosevear White	500 00

\$214,444 97

General funds (principal and income for general purposes):

Emilie Albee	\$150 00
Lydia A. Allen	748 38
Michael Anagnos	3,000 00
Harriet T. Andrew	5,000 00
Martha B. Angell	34,370 83
Mrs. William Appleton	18,000 00
Elizabeth H. Bailey	500 00
Eleanor J. W. Baker	2,500 00
Ellen M. Baker	13,053 48
Mary D. Barrett	1,000 00
Nancy Bartlett Fund	500 00
Sidney Bartlett	10,000 00
Emma M. Bass	1,000 00
Sarah E. J. Baxter	48,105 59
Thompson Baxter	322 50
Robert C. Billings	10,000 00
Sarah Bradford	100 00
Helen C. Bradlee	140,000 00
J. Putnam Bradlee	168,391 24
Charlotte A. Bradstreet	13,576 19
Ellen F. Bragg	8,006 69
Lucy S. Brewer	2,791 18
Sarah Crocker Brewster	500 00
Ellen Sophia Brown	1,000 00
Rebecca W. Brown	8,977 55
Harriet Tilden Browne	2,000 00
Katherine E. Bullard	2,500 00
Annie E. Caldwell	5,000 00
John W. Carter	500 00
Kate H. Chamberlin	5,715 07
Adeline M. Chapin	400 00
Benjamin P. Cheney	5,000 00
Fanny C. Coburn	424 06
Charles H. Colburn	1,000 00
Helen Collamore	5,000 00
Anna T. Coolidge	53,873 38
Mrs. Edward Cordis	300 00
Sarah Silver Cox	5,000 00
Susan T. Crosby	100 00
Margaret K. Cummings	5,000 00
James H. Danforth	1,000 00
Catherine L. Donnison Memorial	1,000 00
George E. Downes	3,000 00
Amanda E. Dwight	6,295 00
Lucy A. Dwight	4,000 00
Harriet H. Ellis	6,074 79
Mary E. Emerson	1,000 00
Mary B. Emmons	1,000 00
Arthur F. Estabrook	2,000 00
Ida F. Estabrook	2,114 00
Orient H. Eustis	500 00
Annie Louisa Fay Memorial	1,000 00
Sarah M. Fay	15,000 00
Charlotte M. Fiske	5,000 00
Ann Maria Fosdick	14,333 79

General funds (principal and income for general purposes) — <i>Con.</i>	
Nancy H. Fosdick	\$3,937 21
Fanny Foster	115,093 85
Margaret W. Frothingham	500 00
Elizabeth W. Gay	7,931 00
Ellen M. Gifford	5,000 00
Joseph P. Glover	5,000 00
Matilda Goddard	300 00
Anna L. Gray	1,000 00
Maria L. Gray	200 00
Caroline H. Greene	1,000 00
Mary L. Greenleaf	5,157 75
Josephine S. Hall	3,000 00
Allen Haskell	500 00
Mary J. Haskell	8,687 65
Olive E. Hayden	4,622 45
Jane H. Hodges	300 00
Margaret A. Holden	2,360 67
Marion D. Hollingsworth	1,000 00
Frances H. Hood	100 00
Abigail W. Howe	1,000 00
Martha R. Hunt	10,000 00
Ezra S. Jackson	688 67
Caroline E. Jenks	100 00
Ellen M. Jones	500 00
Hannah W. Kendall	2,515 38
Clara P. Kimball	10,000 00
David P. Kimball	5,000 00
Moses Kimball	1,000 00
Ann E. Lambert	700 00
Jean Munroe Le Brun	1,000 00
Willard H. Lethbridge	28,179 41
William Litchfield	6,800 00
Mary Ann Locke	5,874 00
Robert W. Lord	1,000 00
Elisha T. Loring	5,000 00
Sophia N. Low	1,000 00
Thomas Mack	1,000 00
Augustus D. Manson	8,134 00
Calanthe E. Marsh	18,840 33
Sarah L. Marsh	1,000 00
Waldo Marsh	500 00
Annie B. Matthews	45,086 40
Rebecca S. Melvin	23,545 55
Georgina Merrill	4,773 80
Louise Chandler Moulton	10,000 00
Maria Murdock	1,000 00
Mary Abbie Newell	5,903 65
Margaret S. Otis	1,000 00
Jeannie Warren Paine	1,000 00
Anna R. Palfrey	50 00
Sarah Irene Parker	699 41
Anna Q. T. Parsons	4,019 52
Helen M. Parsons	500 00
Edward D. Peters	500 00
Henry M. Peyser	5,678 25
Mary J. Phipps	2,000 00
Caroline S. Pickman	1,000 00
Katherine C. Pierce	5,000 00
Helen A. Porter	50 00
Sarah E. Potter Endowment	425,014 44
Francis L. Pratt	100 00
Mary S. C. Reed	5,000 00
William Ward Rhoades	7,507 86
Jane Roberts	93,025 55
John M. Rodocanachi	2,250 00
Dorothy Roffe	500 00
Clara Bates Rogers	2,000 00
Rhoda Rogers	500 00
Mrs. Benjamin S. Rotch	8,500 00
Edith Rotch	10,000 00
Rebecca Salisbury	200 00
J. Pauline Schenk	10,955 26
Joseph Scholfield	3,000 00
Eliza B. Seymour	5,000 00

General funds (principal and income for general purposes) — *Con.*

Esther W. Smith	\$5,000 00	
Annie E. Snow	9,903 27	
Adelaide Standish	5,000 00	
Elizabeth G. Stuart	2,000 00	
Benjamin Sweetzer	2,000 00	
Harriet Taber Fund	622 81	
Sarah W. Taber	1,000 00	
Mary L. Talbot	630 00	
Cornelia V. R. Thayer	10,000 00	
Delia D. Thorndike	5,000 00	
Elizabeth L. Tilton	300 00	
Betsey B. Tolman	500 00	
Transcript, ten dollar fund	5,666 95	
Mary Wilson Tucker	481 11	
Mary B. Turner	7,582 90	
Royal W. Turner	24,089 02	
Minnie H. Underhill	1,000 00	
Charles A. Vialle	1,990 00	
Rebecca P. Wainwright	1,000 00	
George W. Wales	5,000 00	
Maria W. Wales	20,000 00	
Gertrude A. Walker	75 15	
Mrs. Charles E. Ware	4,000 00	
Rebecca B. Warren	5,000 00	
Jennie A. (Shaw) Waterhouse	565 84	
Mary H. Watson	100 00	
Ralph Watson Memorial	237 92	
Isabella M. Weld	14,795 06	
Mary Whitehead	666 00	
Evelyn A. Whitney Fund	4,888 00	
Julia A. Whitney	100 00	
Sarah W. Whitney	150 62	
Betsy S. Wilder	500 00	
Hannah Catherine Wiley	200 00	
Mary W. Wiley	150 00	
Mary Williams	5,000 00	
Almira F. Winslow	306 80	
Eliza C. Winthrop	5,041 67	
Harriet F. Wolcott	5,532 00	
		<hr/>
		\$1,763,680 90
		<hr/>
		\$2,006,111 22
		<hr/>
		<hr/>

HOWE MEMORIAL PRESS FUND

BALANCE SHEET, AUGUST 31, 1935

		<i>Assets</i>	
Equipment and supplies:			
Printing plant and machinery	\$3,843 44		
Furniture and fixtures	341 83		
Printing inventory	9,424 45		
Appliances inventory	7,905 48		
Embossing inventory	1,592 86		
Stationery, etc., inventory	602 98		
		<hr/>	\$23,711 04
Investments:			
Securities			247,934 70
Accounts receivable			1,743 17
Cash on hand			4,571 83
			<hr/>
Total			\$277,960 74
			<hr/>
			<hr/>
		<i>Liabilities</i>	
General account			\$240,931 64
Funds and legacies:			
Special	\$24,839 10		
General	12,190 00		
		<hr/>	37,029 10
			<hr/>
Total			\$277,960 74
			<hr/>
			<hr/>

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1935

Interest and dividends, general purposes	\$13,076 05
Interest and dividends, special funds	1,501 14
	\$14,577 19
Net income available for general purposes	
Expenses:	
Pensions	\$300 00
Treasurer's miscellaneous expenses	100 26
Net charge to manager (see detailed statement)	14,467 15
	14,867 41
Expenses in excess of income	\$290 22

Manager's Expense Account

YEAR ENDING AUGUST 31, 1935

Maintenance and operation of plant:		
Embossing	\$4,749 91	
Printing	6,674 52	
Appliances	8,316 69	
Stationery	652 71	
Library	2,361 01	
Depreciation on machinery and equipment	532 75	
Salaries	2,200 00	
Miscellaneous	180 91	
Loss on bad debts	35 00	
Pension retirement plan	\$551 43	
Less contributed by employees	153 28	
	398 15	
		\$26,101 65
Less:		
Discounts	\$73 86	
Sale of appliances	4,881 48	
Sale of books, music, etc.	6,679 16	
		11,634 50
Net charge to Manager		\$14,467 15

HOWE MEMORIAL PRESS FUNDS, AUGUST 31, 1934

Special funds:		
Adeline A. Douglas (printing raised characters)	\$5,000 00	
Harriet S. Hazeltine (printing raised characters)	2,000 00	
Thomas D. Roche (publication non-sectarian books)	1,883 84	
J. Pauline Schenkl (printing)	10,955 26	
Deacon Stephen Stickney Fund (books, maps and charts)	5,000 00	
		\$24,839 10
General funds (principal and income for general purposes):		
Beggs Fund	\$900 00	
Joseph H. Center	1,000 00	
Augusta Wells	10,290 00	
		12,190 00
		\$37,029 10

CONTRIBUTIONS FOR THE PERKINS INSTITUTION

1934-1935

Through the Ladies' Auxiliary Society:	
Annual subscriptions (see below)	\$404 50
Donations (see below)	1,312 00
Branch organizations (see below)	30 00
	\$1,746 50

ANNUAL SUBSCRIPTIONS

Adams, Mr. George	\$2 00
Adams, Mrs. Charles H.	5 00
Carter, Mr. and Mrs. Richard B.	5 00
Chapman, Miss Emily D.	2 00
Cobb, Mrs. Charles K.	10 00
Conant, Mr. Edward D.	10 00
Cushing, Miss Sarah P.	5 50
Damon, Mrs. J. Linfield	3 00
Denny, Mrs. Arthur B.	5 00
Derby, Mrs. Hasket	5 00
Elms, Miss Florence G.	3 00
Emerson, Mrs. Wm.	25 00
Ernst, Mrs. Harold C.	5 00
Fletcher, Mrs. Mary A.	5 00
Frary, Mrs. A. C.	5 00
Frothingham, Mrs. L. A.	25 00
Gray, Mrs. Reginald	20 00
Greenough, Mrs. Henry V.	25 00
Gross, Mr. Robert H.	25 00
Hall, Mrs. Anthony D.	2 00
Herman, Mrs. Joseph M.	5 00
Howland, Mrs. Maude M.	5 00
Kingsley, Mrs. Robert C.	5 00
Ledyard, Mrs. Lewis C.	5 00
Merrill, Mrs. L. M.	5 00
Mills, Mrs. D. T.	10 00
Olmsted, Mrs. J. C.	5 00
Page, Mrs. Calvin Gates	3 00
Pecker, Miss Annie J.	10 00
Pfaelzer, Mrs. F. T.	10 00
Ratshesky, Mrs. Theresa S.	5 00
Richardson, Miss Laura E.	2 00
Riley, Mr. C. E.	25 00
Robbins, Mrs. Reginald L.	5 00
Robbins, Mrs. Royal	2 00
Rogers, Mrs. Robert K.	5 00
Ross, Mrs. W. O.	5 00
Rowlett, Mrs. Thomas S.	1 00
Shepard, Mr. Thomas H.	5 00
Stackpole, Miss Roxana	5 00
Stearns, Mr. Charles H.	5 00
Stearns, Mr. Wm. Brackett	3 00
Stevens, Miss Alice B.	3 00
Thorndike, Mrs. Augustus L.	3 00
Vickery, Mrs. Herman F. (\$5 for 1934 and \$5 for 1935)	10 00
Ware, Miss Mary Lee	5 00
Warren, Mrs. Bayard	25 00
White, Miss E. O.	25 00
Young, Mrs. B. L.	10 00
	\$404 50

DONATIONS

Bagley, Mrs. F. P.	\$1 00
Bartol, Mrs. John W.	10 00
Birdsall, Mr. A. W.	5 00
Brown, Mrs. Henry H. In memory of Mrs. Harriet L. Thayer	5 00

Bush, S. D.	\$300 00
Crowninshield, Mr. Francis B.	25 00
Daniels, Mrs. Edwin A.	2 00
Edgar, Mrs. Charles L.	15 00
Emergency Campaign of 1935	75 00
Gage, Mrs. Homer	500 00
Hersey, Mrs. Alfred H.	5 00
Hubbard, Mrs. Eliot	10 00
Leland, Mrs. Lester	100 00
Loring, Mrs. Augustus P.	25 00
Lowell, Miss Lucy	5 00
Nixon, Mrs. Anna C.	1 00
Primary Dept. of the Union Congregational S.S.	5 00
Prince, Mrs. Morton	10 00
Rosenbaum, Mrs. Louis	3 00
School Public Health of Harvard University	25 00
Sears, Mr. Herbert M.	25 00
Second Church in Newton	15 00
Shepard, Mr. O. A.	10 00
Sias, Miss Martha G.	5 00
Sias, Mrs. Charles D.	25 00
Slattery, Mrs. William	2 00
Spalding, Miss Dora N.	10 00
Storrow, Mrs. James J.	50 00
Strauss, Mrs. Louis	5 00
Talbot, Mrs. Thomas Palmer	2 00
Thoron, Mrs. Ward	2 00
Tucker, Mrs. J. Alfred	7 00
Wadsworth, Mrs. A. F.	5 00
Walker, Mrs. W. H.	10 00
Williams, Mrs. Arthur	2 00
Ziegel, Mr. Louis	10 00
	<hr/>
	\$1,312 00

BRANCH ORGANIZATIONS

Cushing, Miss Susan T., Dorchester Branch	\$2 00
Faunce, Miss Eliza H., Dorchester Branch. In memory of her mother, Mrs. Sewall A. Faunce	1 00
Jaques, Miss Helen L., Milton Branch	10 00
Klaus, Mrs. H. D., Milton Branch	2 00
Preston, Miss Myra C., Dorchester Branch	2 00
Rivers, Mrs. George R. R., Milton Branch	3 00
Whitcher, Mr. Frank W.	10 00
	<hr/>
	\$30 00

DESIGNATED DONATIONS

Chamberlain, Mrs. Anna B. (for a deaf-blind pupil)	\$10 00
Jealous, Miss Grace Hill, through L. Haskell White, executor (for needy children in Potter Cottage)	100 00
Low, Mrs. Edward Gilchrist, through Miss Eleanor Lovett (for an herb garden)	100 00
Lynch, Miss Mary Richardson (for a deaf-blind pupil)	10 00
Trinity Junior Church (aid for a music student)	5 00
	<hr/>
	\$225 00

FORM OF BEQUEST

I hereby give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, the sum of _____ dollars (\$ _____), the same to be applied to the general uses and purposes of said corporation under the direction of its Board of Trustees; and I do hereby direct that the receipt of the Treasurer for the time being of said corporation shall be a sufficient discharge to my executors for the same.

FORM OF DEVISE OF REAL ESTATE

I give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, that certain tract of real estate bounded and described as follows:—

(Here describe the real estate accurately)

with full power to sell, mortgage and convey the same free of all trusts.

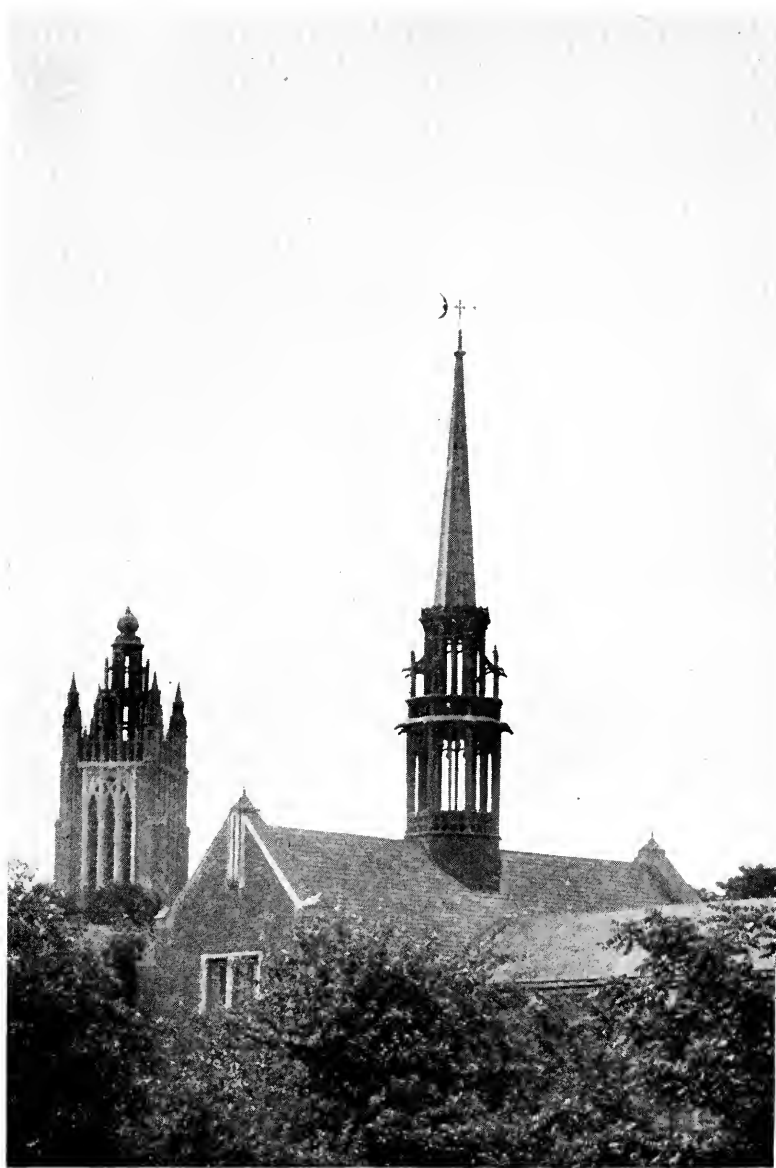
NOTICE

The address of the treasurer of the corporation is as follows:

ROGER AMORY

No. 19 Congress Street, Boston.





THE TWO TOWERS OF THE UPPER AND LOWER SCHOOLS

One Hundred and Fifth
Annual Report

of

Perkins Institution

and

**Massachusetts School
for the Blind**

Incorporated March 2, 1829

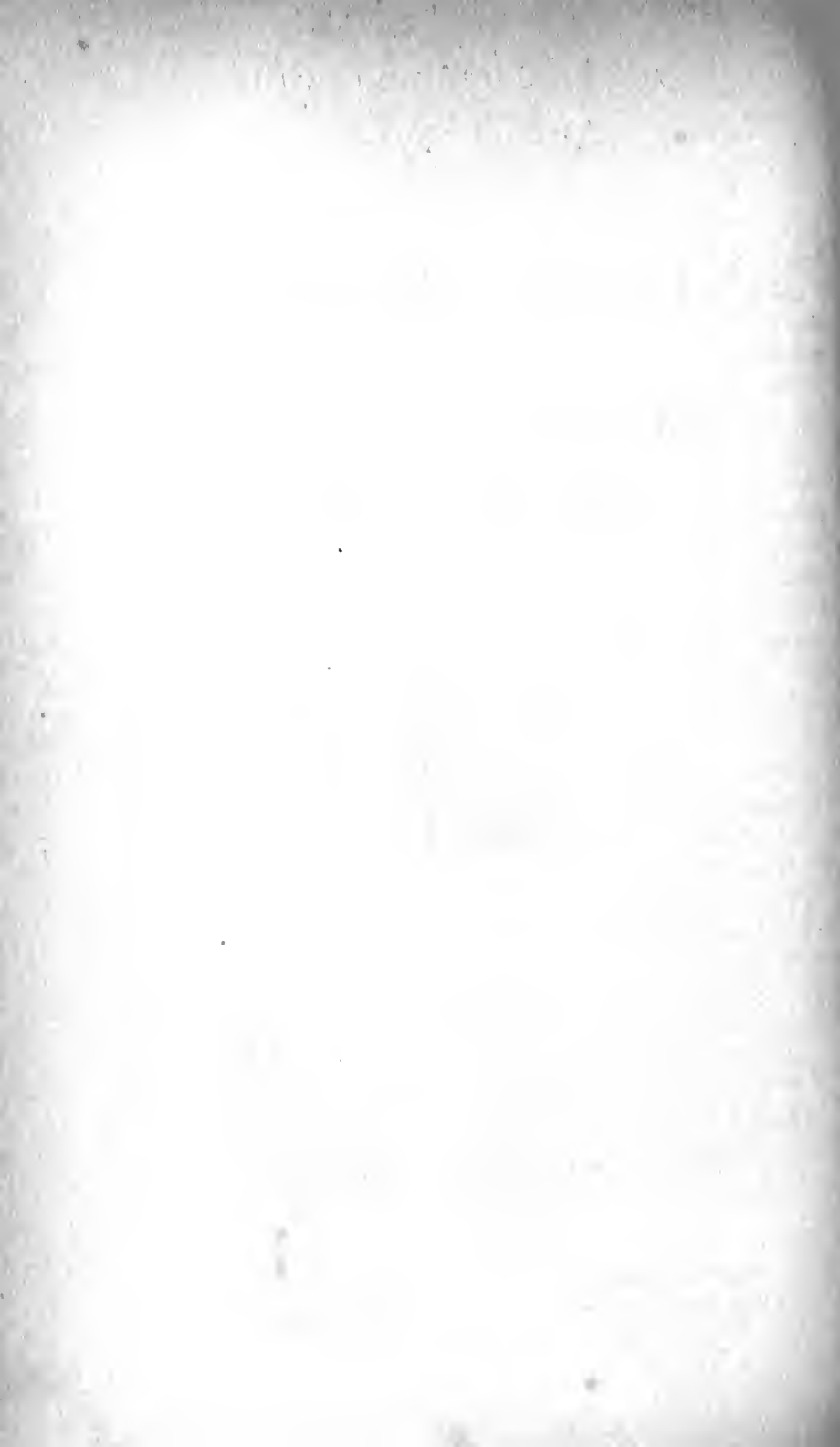


1936

Offices of Administration and Schools
Watertown

THE WORKSHOP
549 E. Fourth Street
South Boston

THE SALESROOM
133 Newbury Street
Boston



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CALENDAR

1936 - 1937

- September 9. Stated meeting of Trustees.
September 15. Staff meeting.
September 16. Pupils return.
September 17. School begins.
September 21. Matrons' meeting (all matrons).
October 12. Holiday.
October 14. Executive Committee meeting.
October 19. Staff meeting.
October 19. Matrons' meeting (Lower School).
October 21. Director's reception.
November 2. Annual meeting of Corporation.
November 5. Executive Committee meeting.
November 9. Staff meeting.
November 16. Matrons' meeting (Girls' Upper School).
November 25-29. Thanksgiving recess.
December 9. Stated meeting of Trustees.
December 14. Staff meeting.
December 20. Christmas Carol concert at Jordan Hall.
December 21. Matrons' meeting (Boys' Upper School).
December 22. Christmas Carol concert at the school.
December 23-
January 4. } Christmas vacation.
January 11. Staff meeting.
January 13. Executive Committee meeting.
January 18. Matrons' meeting (all matrons).
February 8. Staff meeting.
February 10. Executive Committee meeting.
February 15. Matrons' meeting (Lower School).
February 22. Demonstration of pupils' activities.
March 8. Staff meeting.
March 10. Stated meeting of Trustees.
March 15. Matrons' meeting (Girls' Upper School).
March 19-29. Easter vacation.
April 12. Staff meeting.
April 14. Executive Committee meeting.
April 19. Holiday.
April 20. Matrons' meeting (Boys' Upper School).
May 10. Staff meeting.
May 12. Executive Committee meeting.
May 17. Matrons' meeting (all matrons).
May 30. Holiday.
June 5. Alumnæ Day.
June 9. Stated meeting of Trustees.
June 14. Staff meeting.
June 16. Girls' reception.
June 17. Boys' reception.
June 18. Commencement Exercises.
September 13. Members of the staff return after summer vacation.
September 14. Pupils return after summer vacation.
September 15. School begins.

PERKINS INSTITUTION

HISTORY

IN 1826 Dr. John D. Fisher returned to Boston from Paris resolved to provide for the blind of Massachusetts the same care afforded them in France. Enlisting the aid of friends, a committee was formed and upon petition to the Legislature an Act of Incorporation was granted on March 2, 1829, establishing "The New England Asylum for the Blind," the first school for those without sight in America. In 1831 Dr. Samuel Gridley Howe, just returned from participation in the Greek wars, was elected the first director and in August, 1832, the first classes were held in the house of Dr. Howe's father on Pleasant Street.

During the early years Col. Thomas H. Perkins became interested in the little school and gave for its use his large house on Pearl Street. The need for larger quarters was soon apparent, and in 1839 the great hotel in South Boston was purchased. This purchase was made possible by the assent of Col. Perkins to the sale of the house that he had given to the school. Because of this magnanimous attitude of Col. Perkins the trustees renamed the school "Perkins Institution and Massachusetts Asylum for the Blind." This name was changed in 1877 to the present name, "Perkins Institution and Massachusetts School for the Blind."

Dr. Howe directed the growing work of Perkins Institution for forty years and was succeeded in 1876 by his Greek protégé and son-in-law, Michael Anagnos. Mr. Anagnos created the Howe Memorial Press for publishing embossed books and for the manufacture of appliances for the education of the blind. In 1887 he founded the Kindergarten in Jamaica Plain, the first school in the world for little blind children. After thirty years of leadership Mr. Anagnos died in Rumania in 1906.

In 1907 the directorship of Perkins Institution fell to Edward E. Allen, head of the school for the blind in Philadelphia, where he had just rebuilt the school plant on a garden site outside of the city. Coming to Boston, Mr. Allen began plans for a new Perkins, and in 1912 the Institution and in 1913 the Kindergarten were housed in the beautiful new plant at Watertown. These buildings, situated on an old estate of thirty-four acres on the banks of the Charles River, have school and residence facilities for nearly three hundred pupils. Dr. Allen retired in 1931. His last official act was to write the one hundredth annual report. Thus for a century Perkins Institution had but three directors.

PURPOSE

Perkins Institution provides for the visually handicapped youth of New England full educational opportunity from Kindergarten through High School. The content of instruction corresponds with that offered to seeing boys and girls in the public schools. The methods of instruction of necessity differ. Principal differences are that embossed books take the place of ink-print, and studies are taught objectively. In the adaptation and invention of means of instructing the blind Perkins has been a pioneer through its century of existence. Much attention is paid to physical and manual training and to music. Opportunity is provided for those qualified to pursue higher studies or to take advanced work in music and vocational fields.

Boys and girls without sight or with insufficient sight to read ink-print are admitted as pupils, if capable of education and in good health. While at the school pupils reside in cottages where the teachers also live, and through this association they acquire that unconscious tuition which is such an important part of the program of socialization. The primary aim of Perkins Institution is to qualify its visually handicapped pupils to take contributory places in normal life. New pupils are admitted in September and February, and all pupils must return to their homes for the short vacations at Christmas and Easter and for the long vacation in the summer.

PAST OFFICERS

PRESIDENTS

1830-1837
JONATHAN PHILLIPS

1838-1839
SAMUEL APPLETON

1840-1846
PETER C. BROOKS

1847-1854
RICHARD FLETCHER

1855-1861
EDWARD BROOKS

1830-1834
WILLIAM CALHOUN

1835-1846
THOMAS H. PERKINS

1847-1850
EDWARD BROOKS

1851
JOHN D. FISHER

1852-1866
STEPHEN FAIRBANKS

1867-1870
JOSEPH LYMAN

1871-1892
JOHN CUMMINGS

1830-1839
RICHARD TUCKER

1840-1846
PETER R. DALTON

1847-1861
THOMAS B. WALES

1862-1868
WILLIAM CLAFLIN

1869-1872
WILLIAM ENDICOTT

1873-1879
HENRY ENDICOTT

1862-1869
SAMUEL MAY

1870-1871
MARTIN BRIMMER

1872-1897
SAMUEL ELIOT

1898-1929
FRANCIS H. APPLETON

1930-
ROBERT H. HALLOWELL

VICE-PRESIDENTS

1893-1896
GEORGE HALE

1897-1911
AMORY A. LAWRENCE

1912-1913
N. P. HALLOWELL

1914-1921
GEORGE H. RICHARDS

1922-1929
WILLIAM L. RICHARDSON

1930-
G. PEABODY GARDNER, JR.

TREASURERS

1880
PATRICK T. JACKSON

1881-1902
EDWARD JACKSON

1903
PATRICK T. JACKSON

1904-1916
WILLIAM ENDICOTT

1917-1935
ALBERT THORNDIKE

1935-
ROGER AMORY

SECRETARIES AND DIRECTORS

1831-1876
SAMUEL GRIDLEY HOWE, M.D.

1876-1906
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SYNOPSIS OF THE PROCEEDINGS OF THE ANNUAL MEETING OF THE CORPORATION

WATERTOWN, November 2, 1936.

The Annual Meeting of the Corporation, duly summoned, was held today at the Institution, and was called to order by the President, Mr. Robert H. Hallowell, at 3 P.M.

The proceedings of the last meeting were read and approved.

The annual reports of the Trustees and the Director were accepted and ordered to be printed, with the addition of other matters of general interest to the work.

The report of the Treasurer was presented, accepted and ordered to be printed, together with the certificate of the Certified Public Accountant. On the recommendation of the Finance Committee, the appointment of John Montgomery, Certified Public Accountant, as auditor of the accounts of the Institution, was confirmed.

Voted, That acts and expenditures, made and authorized by the Board of Trustees, or by any committee appointed by said Board of Trustees, during the last corporate year, be and are hereby ratified and confirmed.

The Corporation then proceeded to the choice of officers for the ensuing year, and the following persons were unanimously elected by ballot: President, Robert H. Hallowell; Vice-President, G. Peabody Gardner, Jr.; Treasurer, Roger Amory; Secretary, Gabriel Farrell; Trustees, Mrs. Richard E. Danielson, Henry H. Faxon, M.D., Paul E. Fitzpatrick, Mrs. Homer Gage, Ralph Lowell, Warren Motley, Leverett Saltonstall and Miss Rosanna D. Thorndike.

The following persons were unanimously elected to membership in the Corporation:

Mrs. Philip R. Allen, East Walpole.

Mr. Richard B. Carter, West Newton.

Mrs. Richard B. Carter, West Newton.

Miss Wilhelmina R. Humbert.

Miss Jessica L. Langworthy, Greenwich, N. Y.

Mr. John Richards, Concord.

Mr. Francis C. Rogerson, Brookline.

Mrs. Carlton A. Shaw, Groton.

The resignation of Mr. George S. West from membership in the Corporation was presented and accepted with regret.

The Secretary told of the pressing need for the extension of work for two special groups of children: first, the deaf-blind, for whose education a national center should be created at Perkins; second, blind mentally retarded children, for whom a special training school should be established. He also told of the several anniversaries falling in 1937, and the plan proposed for

the observances. In connection with the one hundredth anniversary of the birth of Michael Anagnos and the fiftieth anniversary of the Lower School, it was suggested that the proposed meeting be merged with the spring meeting of the Corporation.

A demonstration was given by two of the pupils in the Deaf-Blind Department.

The meeting was then dissolved after which the Director escorted a number of the members of the Corporation about the Upper School.

GABRIEL FARRELL,
Secretary.

REPORT OF THE TRUSTEES

NOVEMBER 2, 1936.

To the Members of the Corporation.

Your Board of Trustees submits, herewith, its annual report which is followed by detailed reports of the Director and the Treasurer.

The year covered by these reports has been one of satisfactory accomplishment. The enrollment of students remained practically as in former years, namely, 276, which is approximately the number we can advantageously provide for. Of these, nine young men and seven young women, having completed the requirements for graduation, received their diplomas last June.

Your Trustees have often thought that through the advance of preventive treatment the number of totally blind and partially seeing children would diminish. Much has been accomplished, but nevertheless, through the increase of population and other causes, the number of children, handicapped through loss of vision, has remained about stationary as shown by the records of enrollment at Perkins.

The Director's report covers in detail two problems of increasing importance. First, the deaf-blind: It has been definitely established that these doubly handicapped children can be educated, and our own Deaf-Blind Department has proved this conclusively. This department operates on the basis that pupils are received for a stated period when accompanied by teachers, selected either by their parents or those in authority. The pupil and the teacher both receive instruction while at Perkins, with the result that the teacher can continue the education of the child when the training period is completed. This plan works satisfactorily, but the number of applications for deaf-blind children has so increased that it will be necessary for us to enlarge the department for this work, provided we are to accept the responsibility thrust upon us.

The second problem relates to the mentally handicapped blind. We are an educational institution and cannot keep at the school children who are incapable of keeping up with their respective classes. These children are returned to their homes, and their future is well-nigh hopeless. Many of them have sufficient mental

equipment to enable them to acquire some book learning as well as manual training, and it is heartbreaking to dismiss them from Perkins which is their only haven of hope. Society has an obligation for these unfortunates, and if this obligation is to be accepted by Perkins, we must act accordingly.

Both of these problems, thus briefly referred to, will, if undertaken by Perkins, require an enlargement of our plant and necessarily an increase in our operating expenses. Our present income approximately equals our outgo. A committee of your Trustees will study these problems and report later.

We have repeatedly called your attention to the Workshop at South Boston. This is a fully equipped plant for the employment of adult blind. It now provides work for about twenty and has the working facilities for double that number. Last year it operated at a loss, and the prospects for this year are none too bright. Every member of the Corporation can be of real assistance by sending all possible work to our shop and by asking his friends to do likewise. Making over mattresses and pillows, recaning and upholstering chairs and sofas, and restringing tennis racquets are some of the items in which blind workers excel.

DEATH OF MEMBERS OF THE CORPORATION

We regretfully record the death of the following members of the Corporation: Mrs. Edwin Hale Abbot; Walter Cabot Baylies, member of the Board of Trustees, 1906-1919; Zenas E. Crane; the Rt. Rev. Thomas F. Davies, D.D.; Frances E. Dewey; Miss Sarah B. Fay; Sidney Gleason; Miss Helen M. Marrett; Harvey N. Shepard; Miss Emily L. Sohier; Burton H. Wright.

Respectfully submitted for the Trustees,

ROBERT H. HALLOWELL,
President.

THE REPORT OF THE DIRECTOR

NOVEMBER 2, 1936.

To the Trustees.

It seems appropriate, as the year covered by this report marks the fifth of this administration, to review the reshaping of the school policies and program which has taken place during this period. To do this is especially appropriate now because we feel that the vital changes essential to the type of school we desire to maintain have been made and at the present time a state of reasonable stability exists. This does not mean that no further changes are contemplated, for, of course, every institution dealing with persons and personalities is in constant flux, its future being shaped by the pressure of the present upon the past.

The last Director took the occasion of his fifth annual report "to refer to the long past of this institution in its Boston home, to review the principles . . . and to indicate what to my mind are the reasons for the public confidence the school has enjoyed in our community." Dr. Allen had good reason for this review because the fifth year of his administration marked the epochal transfer from South Boston to the new plant in Watertown which was the fulfillment of his plan for the modernization of Perkins. In his first report Dr. Allen had said: "We cannot fail to realize that our efficiency as a school must lessen and our light become dim unless we consent to modernize." His modernization was the building of a great plant. Our modernization has been the reshaping of the school program to conform to the accepted principles of present educational standards.

The modernization of our scholastic body is now well fixed, but we are faced with an appealing necessity for extensions which will broaden our program of service to blind children. Before presenting these, however, let us consider the Perkins of the present as it stands at the close of its one hundred and fifth year and the changes which have taken place during the past five years.

Offers Educational Opportunity

Perkins Institution offers educational opportunity to boys and girls who are blind. We have taken our stand that we serve only those who must read embossed type with their fingers. Children

with less than 10 per cent vision, which is our maximum for admission, should not read ink print, even the large type used in sight-saving classes. We are, therefore, primarily a finger-reading school and all our equipment is shaped toward that function.

We have also taken the stand that our task is to provide education for blind children of sufficient mental ability to profit by it. This means that we are not in a position to provide training for children unable to pursue the curriculum of a regular school system. There are two reasons for this: first, it is unfair to place bright and normal pupils in a group with those for whom work must be made easier and who demand more than their share of the teachers' time; second, it is not fair to place children of low mental ability in a field where failure is certain. For such children other provision must be made.

Although we have thus defined the purpose and standards of this school, we cannot hesitate to transgress both positions while there are children for whose special care adequate facilities are not available. We have pupils with more vision than the maximum and with less mental ability than the minimum desired. When there is a choice between maintaining regulations and helping blind children, the regulations are bound to lose. Our primary interest is in the blind children of New England, and we are determined that none of them shall be neglected.

We have been forced to admit pupils whose sight exceeds our maximum standards because there are no sight-saving classes in the rural schools. Where these classes do exist they extend only through the grades, and, rather than permit promising pupils to be deprived of a high-school education, we have admitted them to Perkins. We maintain, nevertheless, that it is the responsibility of local authorities to see that sight-saving facilities are extended so that partially seeing children do not have to attend a school for the blind.

The presence of pupils of limited intelligence is chiefly due to the fact that we admit such children in order to give them the benefit of a favorable environment which we hope may stimulate them to a normal adjustment. Mental tests given to practically all applicants for admission help us in selecting pupils who will be able to benefit by our course of training. The necessary rejection of a number of applicants and the knowledge that we have at Perkins pupils who should have the advantage of a course of study geared lower than that of our school, makes us feel that such training should be made available.

The Present Program

The present program of Perkins Institution offers every facility for a child with less than 10 per cent vision and with normal ability to pursue a course of instruction from kindergarten through high school. During the past five years the framework of this program has been reshaped to conform with modern standards. The old plan, which provided a four-year high school course, preceded in our case by nine grades of instruction on the girls' side and eight on the boys' side, has now given way to a plan which calls for six years of elementary work, followed by three years of junior high school and three years of senior high school for both boys and girls. In educational parlance this is known as the "six-three-three plan," and it is today considered the ideal school program. We find that this plan is ideally suited to our facilities. Our Lower School architecturally adapts itself to the needs of the kindergarten and six grades, while the Upper School accommodates the six years of junior and senior high schools.

In the modernization of our program the Lower School underwent more changes than any other department. Before our reorganization four practically unrelated units formed the Lower School and an experimental project was being carried on within the school jointly by Perkins Institution and the American Foundation for the Blind. While not unaware of the importance of the experiments being conducted, it was our feeling that we were hardly justified in continuing to use our little children as laboratory material. Because of this the Department of Experimental Studies was merged with other related activities to form a new Department of Personnel and Research.

A Progressive Program

After a careful study of the needs of the Lower School and of the adaptability of many of the modern programs of primary instruction to a school of this type, it was decided to institute a curriculum based on the principles of progressive education. With the guidance of outstanding leaders in this field we established at the Lower School a program which we feel has fulfilled our expectations by providing for our children activity which motivates their work and which has brought about results that give adequate foundation for further studies. It is not necessary to go into detail regarding the present activities of the Lower School, rather would we have those interested come and see our children busy with the units, or projects, which are the core of progressive education.

A number of changes were made in the living conditions of the

boys and girls at the Lower School. Perhaps the chief of these was the provision whereby teachers and pupils no longer eat at the same table. Smaller tables fitted to the children were provided and teachers were assigned to supervise eating habits and table manners. The teachers and other members of the staff eat at larger tables at different hours. A nutritionist was engaged to plan meals especially for the children, and the reports of the last few years show improvement in health and the building up of sound bodies which must always be the first requirement in providing and caring for the growing years.

A further expression of the new attitude of the Lower School has been the mixing of boys and girls in both kindergarten cottages where they now share the dining-rooms, classrooms, and the playing fields. Sleeping accommodations are provided on separate floors and each floor has its own supervisor. It is our conviction that boys and girls of this age should meet and play together naturally and that a normal relationship at this time will do much to eliminate difficulties which manifest themselves at the time of adolescence.

A Program of Guidance

When pupils come from the Lower School to the Upper School they enter the junior high. In the three years of junior high school pupils receive general courses in history, literature, and science, as well as a review of the fundamental subjects. During these years, through the use of achievement tests and the consideration of individual aptitude, the officers of the school seek to determine the special field in which the child has the best chance of success. We are thus able to afford the vocational guidance which is such an essential part of a school program today.

Entering the senior high school the pupil has the choice of five departments: college preparatory, literary, musical, vocational, or commercial. Through our program of guidance we are able to direct the pupil to the department in which he will receive the best equipment for lifework according to his ability and interest. In addition to the specialized instruction of each department a program of general studies is provided which assures a fully rounded education. As many of our pupils come from communities where there are several types of high schools, we feel that we must be in a position to give to the blind child the same opportunity of choice that his seeing brother or sister has. These departments, however, are not strictly vocational but prevocational and for the purpose of developing special interest and maturing aptitudes. It is expected that after graduation those who have marked ability will secure

additional training either in an institution of higher learning or by returning to Perkins for postgraduate work.

Through this program, however, we are able to develop in our pupils every possible skill and to provide adequate direction toward life work. As an illustration of the scope of this program, we might point out that of those leaving the school in June three entered college, one going to Radcliffe, one to Brown University, and one to Gettysburg College. One young woman went to the Conservatory of Music. Another has been admitted to the Nursery Training School in Boston, while a third is studying at the Swedish Institute of Physiotherapy in New York, and a fourth is continuing her study of commercial subjects in the Watertown High School. To the last may be added the fact that three of our graduates received diplomas from the New England Conservatory of Music in June.

Provision for Individual Care

Besides the adjustment of scholastic and living standards, we have built up a supplementary organization which is concerned primarily with the individual problems of correction and of prevention. The members of the staff dealing with these problems are grouped in the Department of Personnel which includes a psychologist, a psychometrist, a psychiatric social worker, a physiotherapist, and experts in corrective speech. These specialists work in close co-operation with the resident nurse, the attending physicians and dentists, and with the consultants in the various fields of health. The members of this department meet regularly with the Director, the Principal, and the Supervisor of Girls to consider all problems pertaining to a child's welfare and to make certain that nothing is overlooked which would be for the pupil's advantage and betterment.

In our concern for the well being of our children changes have been made in the Department of Health. A major change was the installation of a resident nurse who is on duty at all times. We now admit pupils who are the victims of congenital syphilis since authorities claim that there can be no danger of contagion, if this disease is medically controlled. To assure this control and thereby safeguard our pupils, there has been established at the school a clinic where the luetic treatment required is given regularly by a technician from the Massachusetts General Hospital who comes to the school for this purpose. A change has been made in the dental program whereby a member of the staff of the Forsyth Dental Institute for Children does part of the work here at the school. Through this connection the facilities of the famed Forsyth Institute are available for our children. A more thorough examination of the pupils'

eyes is now made and this has led to a considerable amount of operative and preventive work. We are continuing the practice of providing no hospital care at the school and are sending all pupils needing hospitalization to the Massachusetts General Hospital. The time may come, however, when it will seem desirable to have a fully equipped infirmary at the school in order that the health needs of our children may be cared for here.

Changes in Equipment

To facilitate the operation of this well-rounded program it was necessary to consider our equipment. Few changes have been made in the fundamental plan of the twenty-four-year-old buildings in Watertown, since every need of the school was anticipated in their design. Walls have been removed here and there to provide larger rooms, and other small structural changes have been made to meet the modernized program. The Maintenance Department has been moved to the Power House to provide more space for manual training in the Howe Building. This made it necessary to move to the Industrial Building in South Boston that portion of the Howe Memorial Press which formerly operated in Watertown.

Despite the adequacy of the main structural plan, most of the 800 rooms in the Watertown buildings demanded some improvements. All of them have been repainted and many refurnished. Much of the cottage and classroom furniture needed replacement because it was the same used in South Boston before the move to Watertown. All of the cottages have been decorated in bright, cheerful colors, curtains have been provided, new rugs purchased, and hundreds of chairs distributed in the different living-rooms and bedrooms. Desks of a special type designed for the Upper School were installed two years ago, and during the past summer new desks were designed and made for the Lower School. Additional furniture has been provided for many classrooms, and we feel that each room now has every facility for adequate instruction. Playing fields have been enlarged and considerable new playground equipment has been provided.

Changes in Personnel

Along with changes in the educational program and in the physical plant, changes on the staff would also be expected. A comparison of the annual reports for 1930 and 1935 shows that between these years the turnover in our staff has been slightly more than one half. Seventeen have been retired on pensions, and their places have been taken by younger people. A further comparison of these two reports shows four less teachers in 1935 than in 1930. This reduc-

tion is due to changes in assignments of duties and to the fact that one teacher may now instruct in both the boys' and the girls' schools. By this plan we are enabled to keep specialists in their own field and are not now concerned with duplication in the two schools.

During the past five years the direction of the educational program has been gradually centralized under Mr. Francis M. Andrews, head teacher in the boys' school. With the reorganization of the Lower School he was given charge and since then has had added to his responsibilities the entire direction of the educational program of the Upper School. It is our conviction that this centralization of educational leadership facilitates a more uniform program of instruction and requirements for the pupils and enables us to utilize the services of teachers over the entire school.

Other personnel changes are: The creation of the office of Registrar which is ably filled by Miss Anna Gardner Fish, formerly Dr. Allen's secretary; the organization of the Department of Personnel, the engagement of a second telephone operator, a receptionist, and two former students as Ediphone operators; the employment of a night watchman who patrols the buildings and grounds and reports his trips on the A. D. T. Alarm System. It is interesting to observe that in the change of personnel eight new positions have been filled by Perkins former pupils, and that we have on the staff at the present time twenty-one visually handicapped persons.

A Retirement Plan

Perhaps the most important factor involving the personnel has been the establishment of a retirement plan which went into effect September 1, 1934. Under a contract entered into with the Equitable Life Assurance Society each member of the administrative and teaching staff is assured of a life income upon retirement at the age of sixty-five which will be approximately one half of the salary received. To build up this retirement allowance each member contributes approximately 3 per cent of his salary, while the institution pays a considerably larger share. The plan, however, has for the institution the advantage of eliminating future costly pensions and the opportunity of replacing older teachers with younger. To the staff members it gives security in old age. A plan is under way at the present time to extend this privilege to members of the maintenance staff who will be retired at the age of seventy.

The most notable single event during the past five years was the observance of a hundred years of service to the blind by Perkins Institution. Centennial exercises, culminating in a great meeting in Symphony Hall in Boston, were held on November 9 and 10,

1932. To prepare for such an occasion was a considerable task for a new director, but it had an advantage increasingly appreciated of requiring an extensive study of the past. Knowledge acquired in this way has been of infinite help in evaluating new methods, and has acted as a strong link with the past as new ways have been explored.

Looking Ahead

Perkins Institution now has a well-established and unified program, and every facility is available to meet the needs of the blind boys and girls for whom our school is maintained. We are, however, confronted with wider needs which are urgent and immediate, and as these involve extension rather than further intensive work they call for new facilities and new sources of income. Outstanding among such needs are: first, provision for the growing work of educating triply handicapped children, those who are deaf, blind, and without the power of speech; second, facilities for training blind mentally retarded children, unable to pursue our present program satisfactorily; third, sources of income which are not designated for educational purposes and so may be used to provide physical and psychiatric care; fourth, means to carry on measures which will prevent blindness.

Providing for the Deaf-Blind

The work which we are doing for deaf-blind children has become so well known through recent publications that it is not necessary to state the problem fully. It is generally known that during the past four years the Deaf-Blind Department at Perkins has perfected methods of instructing these children in the use and understanding of speech. Having proved that we can train successfully children who are totally deaf and blind, we now feel that the next step is to establish this work on a national basis. As deaf-blind children come to us from all of the United States, it seems only fair that the entire country should share in the support of such a national work, and it is equally apparent that it is unfair for us to continue to provide for this special instruction from funds which have been designated for the education of the blind children of New England.

As the education of deaf-blind children was begun at Perkins, and as the number of these children does not warrant the establishment of several schools, it is logical that this institution should carry on the work, and that there should be adequate provision for us to train all of the triply handicapped children of the nation. For the conduct of such a national center a wing should be added



VARIED FORMS OF WORK ADD ZEST TO THE DAY'S PROGRAM



to one of our Lower School buildings to provide adequate classroom space. Provision for living quarters need not be provided because one of the greatest contributions that Perkins can make is the opportunity for triply handicapped children to live with other boys and girls. They must not be isolated, and therefore should live in our cottages.

We also need and should venture to ask for an endowment fund sufficiently large to establish a national deaf-blind center at Perkins Institution on a permanent foundation. As the centenary of the coming to this school of Laura Bridgman, the first deaf, blind, and dumb child ever to be educated, occurs in 1937, it would seem as if this were the time and the place to make generous provision for the deaf-blind, a group for whom nothing adequate has ever been done in this country or anywhere else in the world.

Provision for the Retarded Child

The needs of the blind mentally retarded child have been indicated earlier in this report. This is a problem which should be met at this time. Leaders in the field of caring for mentally defective children, like Dr. Ransom B. Greene, of the Walter E. Fernald State School in Waverley, say that they are unable to cope with the handicap of blindness. Dr. Greene is interested in this problem, however, and assures us of his co-operation in whatever we undertake in this direction. An account of the need of the blind mentally retarded child was written by the Director of Perkins Institution for "The New Beacon," an English publication in the interest of the blind. This has been reprinted in pamphlet form and is available to all. Because the problem is fully stated there, it will not be necessary to say more about it now, except to re-emphasize the fact that the time has come when something must be done for these children.

A recent study of the provision for such children in England made by the Director last summer has led to some changes in the program outlined, but the method of dealing with them remains fundamentally the same. Our immediate needs for this work are: a large estate with a house capable of accommodating twenty or thirty boys and girls; and sufficient funds to employ a staff of trained men and women who are genuinely interested in retarded children.

Correcting Physical and Mental Ills

Modern educators are agreed that the successful assimilation of any school program depends upon the physical condition of the individual, and increasingly they are beginning to realize the im-

portance of psychological adjustment. Many, if not most, of our children come from homes which lack the financial resources to give to their children the proper start and the correction which is essential to their health and development. During the depression years this has been particularly noticeable. In spite of our extensive health program we frequently find children who require more elaborate operative treatment or who need a longer time for psychiatric adjustment than it has been our custom to provide. The agencies responsible for the tuition of these children are not empowered to finance such treatments. In most cases their homes are unable to do so. We believe that there are people who would find pleasure in feeling that through their generosity our boys and girls might have provision made for the utmost strengthening of their bodies and minds. For this reason we should like to have a special fund, not designated for education, as is so much of the money now at our disposal, which could be used for such emergency health measures.

Preventing Blindness

More and more people are becoming aware of the fact that three quarters of blindness is preventable. We believe, therefore, that funds might be more profitably invested in efforts to prevent blindness than in adding to the care already provided for blind people. A school like Perkins might well lead in preventive measures and in the building up of public conscience in the support of such measures. To carry on this program research work must be done, and there is no better field for a study of this kind than the records of the visual defects shown by the pupils at Perkins. If funds for this purpose were available, we would be able to assume this leadership and thus render a greater service to society.

The Year's Review

Now let us briefly review the year which has just closed. Two hundred and forty-seven former pupils and nineteen new ones reported when school opened on September 12. The average pupilage for the year was 268. During the school year thirty-four new pupils were admitted, while thirty-eight were discharged during the same time. Of the entire registration one pupil came from a foreign country and the rest from the following States: Massachusetts, 174; Maine, 27; New Hampshire, 13; Vermont, 17; Rhode Island, 36; New Jersey, 3; Pennsylvania, 1; Kentucky, 1; Missouri, 1; South Dakota, 1; Nebraska, 1.

At the graduation exercises of the Lower School on June 16, 1936, eight boys and eleven girls received certificates which marked

their transfer to the Upper School. The Music Department awarded certificates to two young men who finished the Normal Course and to two who completed the work in tuning. Three girls received certificates from the Manual Training Department. Seven young women and nine young men received diplomas marking their graduation from Perkins Institution.

Health Measures

The health of the pupils has been excellent throughout the year, the only exceptions being a number of cases of German measles and a prolonged epidemic of mumps in the Girls' Kindergarten. One case of scarlet fever developed, but as we transferred it immediately to an isolation hospital, no other cases ensued. Insulin treatment, plus a careful diet, is now provided for two cases of diabetes which were discovered in the school. The administering of modern preventive measures has become a routine matter here, and during the fall the usual tests and immunizations were given for typhoid, tuberculosis, scarlet fever, and other contagious diseases. Following the tuberculosis tests, sixty-four pupils were X-rayed, but we were glad to find that the results of the X-rays were all negative. Widal tests have been given to all food handlers to prevent infection from that source.

The luetic clinic established last year continued to perform its service for pupils needing this special care. The eye clinic, under the direction of Dr. Trygve Gundersen, carried on its enlarged program, and during the year several operations were performed in the Massachusetts Eye and Ear Infirmary. An audiometer was purchased and the ears of the entire school were tested. This test revealed an astonishingly small percentage of children with perfect hearing. Cases of considerably impaired hearing were sent to the Massachusetts Eye and Ear Infirmary for more careful examinations, and recommendations for remedial work were followed. In some of these cases restoration of hearing, as much as 5 per cent, has been accomplished.

Noteworthy Events

Special events during the year of which mention should be made are:

Sunday, September 17. — A service in Dwight Hall as a part of the Convocation of the Greek Church in Boston at that time. The principal speaker was the Archbishop of North and South America. Addresses were made by Professor Theodorides, Professor of Greek at Brown University, by the Greek Ambassador from Washington, and by the Director

of Perkins Institution. The service was held at Perkins to commemorate the fact that Michael Anagnos, second director of Perkins, was an outstanding Greek-American. With the Archbishop in his gorgeous robes, the vested choir of the Greek Cathedral, and the Perkins Chorus, the service was a colorful and interesting one.

Saturday, October 5. — The girls' annual Field Day with the usual sport events and races, resulting in victory for Fisher Cottage.

Saturday, November 9. — The annual Founder's Day exercises in the Lower School. An inspiring address was made by Professor Theodorides, who made such an impression upon us at the Greek service that he was invited to speak on this occasion.

Monday, November 11. — The annual Howe Memorial Exercises in the Upper School, at which we had the pleasure of welcoming Mrs. Maud Howe Elliott and other members of the Howe family.

Monday, December 9. — At the regular staff meeting, and in recognition of having completed fifty years of service at the institution, a bronze clock suitably inscribed was presented to our chief engineer, Mr. John Carroll. This was a gift of the Trustees and members of the staff.

Sunday Afternoon, December 15, and Friday Evening, December 20. — The annual concerts of Christmas music, the first in Jordan Hall, Boston, and the second in Dwight Hall at the school. Both were beautiful concerts performed before large audiences.

Saturday, February 22. — The annual demonstration of school work and gymnastics by the pupils of the Upper School. Over a thousand people crowded Howe Building eager to see the work of our boys and girls.

Friday Evening, April 3, and Saturday Afternoon, April 4. — The annual play presented by the boys of the Upper School. This year it was the well-known drama, "The Music Master."

Saturday, May 2. — The boys' intercottage athletic meet which was won by Moulton Cottage.

Wednesday, May 6. — A track meet between the Watertown High School and Perkins. The final score was Watertown, fifteen and a half, and Perkins, thirty-nine and a half.

Saturday, May 9. — The track team of the Maryland School for the Blind was defeated at Perkins with a score of Maryland, three and two thirds, and Perkins, fifty-nine and a third.

Sunday, May 17. — The annual spring concert, given this year in Alumnae Hall, Wellesley College. New robes for the chorus, in coronation red, formed a distinctive and pleasing feature of the occasion.

Saturday, May 23. — A track meet with the New York Institute at Watertown. The score at the close of the afternoon was New York, six, and Perkins, fifty-seven.

Wednesday, May 27. — A special meeting of the New England Ophthalmological Society. Dr. Gundersen exhibited to these eye specialists a number of interesting cases found among our pupils. The Director told the physicians something of the aims of Perkins. Dr. Lewis H. Carris,

Director of the National Society for the Prevention of Blindness, gave an excellent talk on prevention.

Thursday, May 28. — A meeting of members of the Corporation and their friends to see the work of the school. The program this year was planned by the Boys' Upper School, with the events scheduled to take place in the courtyard on the boys' side of Howe Building. Cool breezes drove the assemblage into the Museum, where tea was served. Over a hundred and twenty-five attended.

Saturday, May 30. — A triangular meet with the teams from the Hartford and Overbrook schools for the blind was held at Philadelphia. The score was Overbrook, eighteen; Hartford, twenty; and Perkins, twenty-five.

Wednesday, June 3. — A tea was given by the staff of the Lower School in honor of Miss Wilhelmina R. Humbert, retiring kindergartner. Gifts from the staff and the Ladies' Visiting Committee were presented to her, and a commemorative tablet was placed on the kindergarten wall.

Monday, June 8. — At the regular staff meeting a beautifully bound book containing remembrances from members of all the Harvard classes from all over the world was presented to Miss Jessica L. Langworthy who was retiring. It was announced that the room where the Harvard class meets would be designated by Miss Langworthy's name, and a bronze tablet marking it was made possible through contributions by members of Harvard classes.

Legislative Acts

Two acts passed by the Legislature of Massachusetts have had a bearing upon our activities. All of our teachers have taken the oath required by the Teachers' Oath Act, and the flag has been saluted at stated times by the pupils. After one or two hearings at which representatives from Perkins were present, the Legislature amended the law regarding the administration of drops in the eyes of children at birth, making this prophylactic compulsory. This aligns Massachusetts with progressive States which have long had such legislation.

Our Public Relations

The December issue of "The Lantern" appeared in ink print instead of in the old mimeographed form. This change has made the paper available for wider distribution, and the use of illustrations has made it more attractive. The ink-print edition is now being mailed to a large number of people who have been suggested to us as interested in the work of the school. It is our hope to add to these names until we have a mailing list of several thousand people who desire to keep abreast of what is being done for the blind through the program of Perkins Institution. The braille edition of "The Lantern" continues to be sent to those who need the em-

bossed type. It seems to fulfil a desire, especially on the part of former students of the school, to keep informed of our activities.

During the year three new leaflets were prepared for distribution: first, a folder of information regarding the history and aims of the school; second, a leaflet entitled "Hands that Understand," which illustrates the various activities of our pupils; third, one which tells of some of the interesting pupils in the Deaf-Blind Department.

Perkins shares in the extended use of the radio. On December 12 a selected group of thirty members of the chorus broadcast a program of Christmas carols from Station WAAB over a national network. On April 19 a group from the chorus gave a concert over the short wave station WIXAL which reached people in various parts of the world. On several Sunday evenings during the spring members of the school participated in a program in the interest of Camp Allen over Station WHDH.

W. P. A. Maps

One of the most interesting activities of the past year has been the designing of embossed maps. Approved in November, 1935, as a W. P. A. Project, work was begun on March 28 and will continue until about November 1, 1936. Between forty and fifty men and women have been employed on the project, fifteen being blind. Fourteen of these are former pupils of Perkins Institution. For the carrying out of this project, the Federal government has contributed approximately \$30,000. About 350 geographical and historical maps of all parts of the world are being made. There will be about fifteen street maps of Boston and vicinity.

In so far as we know, the historical maps are the first which have ever been embossed for blind readers. They are based on a historical atlas used at Harvard University. The project represents the most ambitious plan for the preparation of embossed maps that has ever been undertaken, and its successful completion should be a great boon to those responsible for teaching the blind geography, history, and related subjects.

The task of designing and making the maps has been filled with many technical difficulties. Because maps are very difficult for fingers to comprehend, blind workers are the final authority as to clarity. Each map is reduced or enlarged to go on a standard sheet twenty-two by twenty-eight inches. The tracing is then pasted on the back of a brass plate and the wording, boundaries, and other markings are punched out by hand on a plastic base. When the punched plate has been checked for accuracy by finger readers, it is run through a press for embossing on paper sheets. These embossed

maps are to be assembled in ten volumes and a complete set will be sent to each school for the blind in this country.

While the project has been officially sponsored by the Massachusetts Division of the Blind, the work was initiated at Perkins and has been under the direction of our staff. We were fortunate in being able to secure Mr. Edward J. Waterhouse, a former teacher at Perkins, to supervise the job. We have profited by the technical supervision of Mr. Frank C. Bryan, manager of the Howe Memorial Press, and for the accuracy of the braille we are indebted to Mr. Charles W. Holmes, a graduate of Perkins and a man with wide experience in work for the blind.

At the close of the map project it is hoped that the workers will be transferred to a second project to make models for use in the education of the blind, for which the Federal government has made a grant of \$27,000.

H. M. P. Activities

The Howe Memorial Press which is now housed entirely at the South Boston Workshop has had a busy year. Its staff assisted in the preparation of the map project and the manager has served as technical adviser. Contracts for the production of twelve embossed books for the Library of Congress were received and executed. In addition, twenty-two books were printed for Perkins, ten issues of "The Perkins Goat" were published, and four issues of "The Lantern" were put into braille. There was a constant demand for the games and appliances that are made by the Press, and the mechanical department has been improving the Perkins Writer and the braille shorthand machine.

More Work at Workshop

The number of mattresses made and renovated at the Workshop in South Boston increased 23 per cent over last year. This increase is largely due to the legislation passed a year ago making it mandatory for municipal, county, and state institutions requiring mattress work to have it done through the Division of the Blind. Orders coming to the Division are given to the Perkins Workshop, and all of the work is done there. The total number of mattresses renovated for institutions this year was 1,757, which represents an increase of 46 per cent over last year. It is our hope that a co-operative plan between the Division and the Workshop will be arranged so that steps may be taken to procure more of this business. The new Workshop can make and remake about 7,000 mattresses annually, and if we could bring our business up to this

maximum we could almost double the number of blind people employed.

Staff Changes

Eight new persons reported as members of the staff at the opening of school in September. Four were selected from the Harvard Class of last year. Donald G. Morgan, a graduate of Cornell and without sight, was engaged to act as assistant to the Principal and to teach in the Boys' Upper School. Don Donaldson, a graduate of the University of Washington, became master of Potter Cottage and teacher of the Fifth Grade. Miss Beatrice M. Green, a graduate of Oberlin, taught the Fourth Grade. Miss Gertrude A. MacDonald, a graduate of Radcliffe and the Simmons College School of Social Work, entered the Deaf-Blind Department. Other teachers engaged were: Miss Evangeline Durgin, a graduate of the University of New Hampshire, as teacher of home economics, and Paul A. Hilli, a graduate of Dartmouth, as master of Eliot Cottage and teacher in the Boys' Manual Training Department. Miss Ruth Holt, a graduate of the New England Baptist Hospital, became resident nurse, and Mrs. Blanche D. Emerson assumed the position of matron of Eliot Cottage.

At the close of the school year eight members of the staff resigned: Miss Charlotte A. Healy, physiotherapist, Miss Miriam F. Hoard, teacher in the Girls' Upper School, and Miss Esther G. Herfurth, teacher in the Boys' Manual Training Department, to be married; Miss Alice C. Burhart, in the bookkeeping office, Miss Ruth Stackpole, exchange teacher in the Deaf-Blind Department, Miss Fleda F. Chamberlain, teacher in the Girls' Primary, and Miss Mary E. Stevens, matron of Anagnos Cottage, to work elsewhere. After many years of faithful service as matron of May Cottage, Miss Katharine M. Lowe gave up her position in June. During the summer Mrs. Minnie E. White, nutritionist in the Lower School, passed away suddenly to the great regret of all who knew her. Mr. William H. Towle, the genial caretaker at the Lower School, died in June after a long illness. Miss Helen M. Abbott, long a teacher of music, and John Small, for thirty-eight years a faithful worker in the Maintenance Department, both on the retirement list, died during the summer.

Retirement Recognition

Special mention must be made of the retirement of two members of the staff. After forty-four years of association with Perkins Institution, eleven of which were spent as assistant to Dr. Allen in directing the Harvard Course, Miss Jessica L. Langworthy retired.



ROUND AND ROUND ON A CONCRETE RINK

With a record of thirty-six years as teacher of the Girls' Kindergarten, Miss Wilhelmina R. Humbert asked to be relieved of her duties. Both were placed upon the retirement list, and we wish to record here our appreciation of their loyal and devoted service to Perkins Institution. Many blind boys and girls will recall happily the guidance and inspiration that these two teachers gave to them.

As an expression of our gratitude to these teachers, bronze tablets were cast to mark their years of service. The one for Miss Humbert was placed on the wall of the kindergarten room in Bradlee Cottage where she taught; the one for Miss Langworthy on the door of the room used by the Harvard Class. At approximately the same time a bronze tablet was placed upon the console of the organ, stating that it was the gift of former pupils at the time of the centennial exercises. Another tablet was placed in the Music Library which former students wished to have bear the name of Edwin L. Gardiner, who from 1895 to 1933 was Director of Music.

Summer Betterments

During the summer months the usual program of betterments was carried on. Most of the work done this year was of a routine nature, but two notable improvements were made. In the Upper School air-conditioning units were installed in the two main blocks of classrooms. This system washes, heats, and circulates the air through a thermostatic control, and it is hoped that this will overcome a long-standing problem of ventilation. After extensive research new desks have been built for the Lower School, and their installation completes the equipping of classrooms throughout both the Lower and Upper schools. Several new walks have been built in the grounds, and as a W. P. A. project, a new sidewalk was laid on the complete North Beacon Street frontage without expense to the school.

GABRIEL FARRELL.

REPORT OF THE LIBRARIAN

PERKINS library has been a very busy place this year. Probably the greatest innovation in this, as in all libraries for the blind in the United States, is the development of the talking book. The first records were distributed in October, 1934. Since then an appropriation by the Federal government of \$75,000 for their manufacture, and a later additional grant of \$21,000 are making possible a splendid collection of titles. These are proving not only a great source of entertainment, but are also of educational value.

The records are packed in strong, well-padded fiber containers which are provided by the government, and by it sent free through the mails, as are the embossed books. All that has to be done by the borrower is to place the records in the container, fasten the straps, reverse the address label and mail. The borrowing time is two weeks.

After the records are received back at the library, the charges are checked off and each container is carefully looked over to note the condition of the records, dust them whether they seem to need it or not, and test any which appear to be scratched ere they start out on their next trip.

Our files show we have cards for 322 readers, and that we have sent out 2,577 books, a container being counted as one book. It is also interesting to note that of these readers, 244 have apparently not been former finger readers, as their names do not appear on our list of embossed book borrowers. Some of those who have read with their fingers continue to do so, supplementing the one with the other, while a few have entirely given up the finger reading, at least, for the time being.

In our lending of the regular embossed books we have 978 readers outside of school; and our circulation, both in school and outside, was 25,847 volumes, exclusive of the talking books.

Some mention should be made of the great help the Boston Chapter of the American Red Cross has been. Besides binding for us a number of hand-copied books done by other chapters, they have transcribed and bound forty-two titles in Grade 1½ for the children in our Lower School. This is a great help, as the children at Perkins do not learn Grade 1, the type in which most of their books are printed.

The addition of all these books, talking and embossed, has taken every available space we had. The floor near the shelves has had to be used, and the question of more room is again one which cannot long be overlooked.

MARY ESTHER SAWYER.

THE REPORT OF THE PRINCIPAL

The Upper School

THE past year has been one of growth and progress. We have been able to add new courses especially desired by the pupils and designed to meet individual needs. For years we have been unable to provide teachers for certain valuable courses desired by a small number of boys in one school and of girls in the other. By combining the groups of boys and girls for such classes we have made it possible to offer these courses. This has been particularly helpful in meeting the requirements of the small, but important, group taking college preparatory work. It also reveals one of the many ways in which our curriculum is now so organized that it can be adjusted to meet the special needs of pupils of widely varying interests and purposes.

An example of the adaptation of the curriculum is the course on salesmanship which has now been offered for several years. Mr. Donaldson, the instructor, gave the boys in this year's class opportunity for actual selling experience. Since brooms are made by the blind and could be obtained from the Cambridge Shop, the class decided to try selling them. With the cooperation of Mr. McCarthy, Director of the Massachusetts Division of the Blind, we were able to accomplish something really worth while. It is interesting to note that the four boys in the class were totally blind, which made it necessary to have semi-sighted boys as leaders, and the salesmen decided that their guides should receive one third of the day's profits. On eighteen Saturday afternoons the boys with their brooms and mops were taken in the school truck to the territory which they were to canvass, and left to return by themselves. A total profit of \$200.55 was realized by the four boys, \$50 being the smallest individual gain and \$73 the largest. Even more valuable than the financial gain was the experience and encouragement which these boys received.

Dramatics has always been offered for those who wished it, and it is a subject which gives wide opportunity for self-expression. This year a number of one-act plays were presented by both boys and girls, but the climax of the year's work was a public presentation of "The Music Master." The following quotation from a letter written by one of the boys helps us to realize what this experience has meant to our young people: "This last play has meant a great deal to me in many ways. You may be interested to know that former students miss the play work they had while attending Perkins. In some cases it may have been the memories of the plays they had been in and the pleasure it gave them, but in others, such as my case, I think what dramatics has done and will continue to do is to strengthen

characteristics and bring out talent that otherwise would not be recognized by that individual. It takes people like Miss Potter to find the makings of such talent and bring it out into the daylight. It helps to overcome that bad inferiority complex and self-consciousness."

There is a growing tendency to give less music to all and more to those who display talent and interest. We feel that provision should be made for the pupil who is interested in good jazz as well as for those whose souls are stirred only by classical music. It is hard to know where talent may lie dormant waiting for time and encouragement to awaken it. This is the function of such organizations as the Girls' Glee Club and its concerts and demonstrations.

The Manual Training Department offers a variety of handicrafts, and we hope that many of these may help to fill the leisure time of our boys and girls after they leave school. Practical applications of the work are stressed, and one girl not only made a dress but wove the material for it. At graduation this year four of the senior girls wore dresses which they had made in the sewing class. We are proud of them, and believe that every girl should learn to sew in order to take care of her own wardrobe. It is also our conviction that every girl should know how to cook, and it is encouraging that thirty girls have elected a second year of cooking.

Many of our boys have elected a course in auto-mechanics, and I believe that we are justified in giving this course so that a boy can work on the family car or help locate trouble on a trip, as actually happened to one of our boys recently. Last year half a dozen boys expressed a wish for a course in economics. A class was organized and proved so valuable that it has been decided to continue it permanently. Another experiment has been a class in massage. For some time Miss Peirce, our physiotherapist, has felt that this might be an excellent field for some of our pupils; so when one or two of them consulted her about such a course, we decided to try the experiment. Two boys and two girls were selected from those who asked for the course, and a thorough grounding in anatomy and a theory of massage was followed by practical work. One girl showed so much interest and ability that we have encouraged her to continue the study after her graduation. It seems to be a field in which a gifted blind person might succeed.

We have made the usual number of routine tests. From the Stanford Achievement Tests, form X, given in October, it was learned that spelling continues to be a stumbling-block to our students; so special emphasis has been put on this subject during the year, and progress has been shown, though we still hope for better improvement. These tests can be of great value to the teacher who will conscientiously study the results and will look on them as a check on the quality of the teaching as well as an index of the pupil's knowledge.

Social life and sports are not neglected at Perkins. Many of the girls have been invited to private homes for tea; the Girl Scouts are an aid in bringing out the best in a girl, and we realize that here is an opportunity for her to be of service to others. Some of the older girls have been sewing and knit-



A TYPICAL LOWER SCHOOL PROJECT



ting for the Red Cross. Clyde Richardson, one of our Boy Scouts, brought honor to our troop when he received the Eagle Scout Award. Dances, card parties, and small cottage festivities keep our boys and girls active and happy. The Boys' Track Team won all four of its meets this year.

We are constantly striving for a balance between the essential elements of our curriculum and such extra-curricular activities as we believe to be of value to each individual. In some cases it is necessary to stimulate the interests of a pupil in extra-curricular activity, while there are others whom we must restrain from attempting to spread their energies over too wide a range of interests. It is our wish to make each pupil realize that he is part of a group in which he must do his share lest the larger plan fail; for if he cannot adjust himself to life in a small community such as ours, failure must await him in the larger realm of the sighted world.

The Lower School

The Lower School at Perkins is always a fascinating and rewarding place to visit. This year we have put special emphasis on our morning assemblies, making them, as far as possible, the spontaneous expression of the pupils' interests. Of the 102 assemblies scheduled for the year, 74 were carried on entirely by the boys and girls, and only 28 adult speakers took part. Thirty-two talks by pupils and 15 original plays were given; at 36 assemblies programs were made up of short talks or readings and recitations of poems, some of them original; 16 musical programs were given by the children and 8 plays, not original, were presented. It is interesting to note that of the 117 pupils in the Lower School, only 8 failed to take part in these programs, and the others appeared a varied number of times, one making 9 appearances.

One of the most fascinating activities of the year was the making of such musical instruments as drums, hunting horns, and shepherd's pipes. Disciplinary problems during chorus hour were instantly solved by the mere mention of pipe-making, and the pupils' hard work was repaid by their pride when they were able to take part in the assembly programs. All who heard him shared the thrill of the boy who played "Silent Night" on his shepherd's pipe, and a demonstration of this work was one of the most popular items on the program of the Lower School Promotion Exercises in June.

Impetus has been given to reading this year by the use of plays and talks and the awarding of book certificates. Miss Stewart, the Lower School librarian, did a splendid piece of work in preparing a group of boys to give a sketch from the "Prince and the Pauper," and the Sixth Grade girls for an exceptionally fine Tom Sawyer play. The latter was so well done that it was repeated in the Upper School by special request. A number of girls received several book certificates, some as many as twenty, and four girls who had read more than twenty books during the year were awarded gift books as prizes.

As every child should have the ability to read, write, and spell correctly, so too, we believe, he should be trained in the ideals of good citizenship.

The unit plan of teaching which we follow helps in reaching all these goals. In all of the units many opportunities were given for handwork and training and for spontaneous self-expression. Trips also were taken to the Wayside Inn, the Pioneer Village, the museums of the Old South Meeting House and the Old State House, Commonwealth Pier, where an ocean liner was inspected, and the Mapparium.

Food, shelter, and clothing were studied in the Kindergarten and the first three grades. The Kindergarten children decided that because everyone must eat to live, the farmer is a most important person; so opportunity was given these pupils to visit large farms and dairies, as well as our own orchards and fields. The model farm which Miss Humbert's girls made was so splendid that one little tot wept miserably when it had to be taken apart in June.

Since the necessities of our everyday life were studied in the first grades, it seemed logical to go farther afield in Grade Four, which took the Vikings as their unit and seemed able to profit by the comparison of this older civilization with our own times. A travel unit carried one group to every continent, except Australia, and gave these pupils an interesting background of general knowledge of the world.

Another unit which proved worth while was a study of the industries of the United States. We hope that the study of the history, developments, and the present position of our country in the world may have laid foundation for independent thinking and tolerance. Mrs. Mayshark's coaching group made a fascinating study of Robin Hood and his Merry Men in the Greenwood. Every boy of the group was always ready to tell about this unit, and everyone was amazed at the way their classroom filled with models and outline pictures made by the children. To miss one of the Robin Hood plays was a real tragedy for these boys.

A farewell party was given in June by the teachers and pupils to Miss Humbert, who has for many years been one of the outstanding teachers in the Lower School. Her influence on the many girls who had begun their school life in her kindergarten group could never be measured. Her life in Perkins has been an inspiration to all of us, and it should be a challenge to us to carry on the work that she has laid down.

FRANCIS M. ANDREWS.

THE DEPARTMENT OF MUSIC

THE value of music study, or, more specifically, the study of pianoforte playing, has never been more strikingly exemplified than in the cases of five pupils from the Deaf-Blind Department who have been receiving music instruction this year. These pupils can expect no pecuniary rewards from their efforts in this direction, but physical and cultural benefits are believed sufficient to warrant the attempt to teach them something about music and its performance. One of them, Clifton Sears, has reached the intermediate music grade, and has performed successfully in a public pupils' recital. He is intensely interested in the subject, and his progress, while very slow, doubtless due to his very defective hearing, is definite and continuous. Earl Martin is younger, gives little evidence of musical ability, and does not seem particularly ambitious to learn piano playing, but still he has made some progress. Carmela and Leonard, younger still, have barely begun music study. Carmela seems to be musical, and enjoys the experience of trying to play. "Tad" Chapman, who is twenty-one years of age, lost his sight and hearing about seventeen years ago. Under Miss Matthews' patient instruction he has learned to play several pieces with accuracy and taste. One morning in May he played two hymns to accompany the chorus, and a solo with which to close the morning exercises.

These pupils take music on the same basis as do all others in the school. None of our pupils is encouraged to become a professional musician, but it is important that every one of them should have the opportunity of learning to express himself through the medium of good music. The term "good music" is used advisedly, because I believe Perkins to be first of all an educational institution, as distinguished from an entertainment bureau, and also because a sightless person who can gain his chief conception of color and form only through music should have his musical foundations laid broad and deep. Some of our pupils will reach the limit of their capacity in a year or less; a few will continue through the music courses to complete their studies elsewhere, while the majority will drop out along the way between these two extremes. If the right musical fare has been given, however, they will all have imbibed, according to their several abilities, ideals of taste and performance which will be a joy to them during their many future hours of leisure. And the road to higher music study will be made possible for the few.

Four of our boys have followed that road during the year at the New England Conservatory of Music. One has still a year to go; one was a special one-year organ student, not intending to graduate; and two have completed the regular pianoforte course and received their diplomas in June. The last two also finished our three-year Pianoforte Normal Course and were rewarded with certificates at Commencement time. These honors and this equipment, coupled with their ability as good organists, should assure them employment in their chosen profession.

As usual, the music pupils in particular have been privileged to attend

many fine concerts in Boston during the year, and several excellent concerts have been given in Dwight Hall for our pleasure and profit. The latter included an organ recital, two piano recitals, a song recital, and a concert by the West End Community Orchestra, conducted by our Mr. Bauguss, with Hervey Rainville, pianist, assisting. Other concerts in Dwight Hall have been two advanced pupils' recitals; a recital by Perkins-Conservatory boys; two by the intermediate pupils, and one by the string ensemble, a new organization in the school. The season of Boston concerts was made memorable by the generosity of Mrs. M. Graeme Haughton in sending over two hundred tickets for Boston Symphony Orchestra concerts. The chorus gave its annual pair of concerts at Christmas time in Jordan and Dwight halls, to full houses, and a spring concert of secular music was given in May at Wellesley College through the courtesy of the college officials. A feature of this concert that should not be overlooked is the new robes for the chorus that were worn for the first time. These robes are of a very pleasing shade of red, and add greatly to the appearance of the singers.

Considerable work has been done in the stereotyping of music, and still it is difficult to keep pace with the school demand. Our library was quite deficient in works for violin and trumpet, and appropriate songs for the Lower School children, and we have tried to meet this need as far as possible. As but few of the pupils here can now read American Braille, we have been forced to reprint a large number of choruses in Revised Braille, and there are always new choruses to be embossed in preparation for the Christmas and spring concerts. The Howe Memorial Press has as usual been at our right hand, and our thanks are due to Mr. Bryan and his able assistants for the steady stream of braille music that has poured in on us throughout the year.

The music library has seen a busy year. Besides the music from the Howe Memorial Press, a great many volumes of musical biographies and miscellaneous musical works have been received. These are made possible by a United States government grant of funds for embossing books for the blind. The music librarian has loaned for school use 1,015 copies of music and 70 books. For outside use 300 copies of music have been loaned.

Miss Blanche A. Bardin, who came to the school in 1897, and has been a faithful teacher of pianoforte here since that time, retired at the end of the school year. We are not to lose her services entirely, however, as she is to assist in the music library for part of the time. Miss Hart, music librarian and proof reader, is to continue in both capacities, and will, in addition, take over the teaching of elementary piano pupils on the girls' side in place of Miss Bardin.

The Music Department is the richer by two tablets of bronze given at the end of the year. One will be placed on the organ in commemoration of the gift of that instrument to the school on its one hundredth anniversary, by the Alumni Association, and the other will be placed on one of the new cabinets in the music library in memory of Mr. Gardiner who labored untiringly to provide an adequate variety and supply of braille music for our present and past music pupils.

JOHN F. HARTWELL.



NEW FORMS OF MUSIC INSTRUMENTS MADE BY PUPILS



THE DEPARTMENT OF PERSONNEL AND RESEARCH

Psychologist's Report

THE work of the psychologist may be divided into three categories, — the adjustive, the educational, and the therapeutic.

THE ADJUSTIVE ASPECT

The requests for adjustment or information come from the Director, the Principal, staff and pupils. For example, a policy of the school occasionally needs to be explained to a parent or a pupil. Teachers ask for evaluations of ability and personality of new pupils to aid them in their educational approach and in dealing with individual needs within the limitations of group requirement. Matrons discuss with us aspects of social life and the correction of conditions leading to friction. Pupils request advice and help on a wide variety of subjects, from what color glass eyes would be most becoming, to what occupation they are best fitted for, and how to obtain the necessary training for it.

The department has a co-ordinative function, since its central location and its necessary relationship with all other departments makes it a depot for information in regard to various school affairs and projects. Data is collected here on all aspects of each pupil. We are thus frequently able to give to a teacher helpful information in regard to a child's physical condition, or to obtain from a teacher or matron observations of behavior or reactions which are of practical use to the physician or some other member of the staff in dealing with a situation concerning a particular child. The regular conferences of the department members with the Director are a valuable means of keeping him in touch with the affairs of individual pupils, and of adjusting individual matters as well as general procedures. We feel that information gathered by the department should be used for the welfare of the pupils and the progress of the school and should not merely lie in records. However, scrupulous care is used not to violate the confidence of the pupils on any matters which they wish to keep purely personal and private.

THE EDUCATIONAL ASPECT

The educational aspect of the department was carried on this year with five different groups, each handled in a different way.

The seventh grade pupils, mostly about fifteen years of age, sat about a conference table with the psychologist once a week. The course began with an analysis of the different requirements and the greater freedom of the Upper School, and was directed to a consideration of the changes in be-

havior and interests from early childhood to adolescence and of the attitude of the grown-ups who guide it. With the boys an attempt was made to teach the meaning of growing up and of social maturity, and to give the realization that increased freedom can only go with increased self-control and individual responsibility. The girls proved to be less mature and not interested in theoretical discussions. Many of the meetings with them were used for expeditions out of doors, parties and discussions of more personal matters.

Two elective seminars were held with senior high boys and girls to discuss psychological problems. In the girls' class, Pressey's "Some College Students and their Problems" was used with illustrative cases showing how difficulties in the organization of study time, as well as family, health, and social problems as they affected success in school and college, were met and handled. The class compared these with similar problems arising at Perkins with lively discussions. With the older boys Leta Hollingworth's "The Psychology of the Adolescent" was read and discussed. The boys were especially interested in the chapters on "The Nature and Inheritance of Intelligence" and its relation to occupation.

In all these groups the place of the visual handicap in life was freely discussed by the pupils, and the determination was expressed by them to minimize its limitations to the greatest possible extent. The girls seemed to feel their limitations more than the boys. The goal of all the boys and most of the girls was independence and self-reliance.

The fifth study group was that of the staff which devoted its monthly meetings to the discussion of Sherman's "Mental Hygiene and Education" under the leadership of the psychologist. It was apparently the consensus of opinion of the staff who have worked with the visually handicapped for a long time that there is not a unique psychology of blindness, but that blindness often serves to intensify problems of personality which existed already, actually or potentially.

THE PSYCHO-THERAPEUTIC ASPECT

Over sixty different pupils came to the psychologist, referred by staff members, the Medical Department, by other pupils, or themselves, seeking help on their own psychological problems. Several came only once, but most of them came repeatedly over a period of weeks or months. In one case eighteen hours were spent with one pupil within an interval of a few weeks.

The psychologist participated in two research projects during the year: first, "A Study of the Physiological and Psychological Characteristics Observed in Cases of Post-Operative Brain Tumor at Perkins Institution," written by Miss Althea Nichols of the Harvard Class; second, a co-operative study with the Medical Department and the Home Visitor, comparing the social background, neurological conditions, intellectual status, characteristics of behavior and personality in two groups of children who have had convulsions. In one group the convulsions had ceased after two years of age, and in the other they have persisted.

One hundred fifty-six children were given the Hayes-Binet test, mostly by Miss Cairns with the assistance of two Harvard students. Thirty-two new pupils were examined and ten prospective pupils. The new pupils showed a wide range in ability from very dull to superior, but the greatest number had average intelligence. Twenty-six pupils who have been in the school for two years were re-examined. The intelligence ratings of seven had not materially changed, but nineteen showed marked improvement with an Intelligence Quotient gain of five or more points. Eleven had gained ten or more points. We are inclined to interpret this gain not as an actual increase in intelligence, but as due to the fact that regular school life and study have taught these pupils to use their abilities more effectively.

The Department of Personnel is beginning to take a vital place in the administration of the school as a focal point for the consideration and adjustment of many kinds of problems, major and minor, in regard to the curriculum and to the lives of the pupils. Its usefulness is increasing with the growing participation of both the staff and the pupils.

The conferences on children's problems, and family problems related to them, are carried on with the parents in the homes by the Home Visitor, who has accomplished a great deal in the matter of improved conditions of health, and social and recreational opportunities for the pupils during their stay at home. She has also enlisted the interest and services of social and medical agencies, socially active individuals, and relatives in the communities in which our pupils live. We believe that this interpenetration of the spirit of psychological inquiry throughout the school and into the community is of great importance in the furtherance of mental hygiene.

ELIZABETH M. HINCKS, PH.D.

Psychometrist's Report

Recognition of the importance of the detection of subnormality in the hearing acuity of our pupils led last year to the administration of the whispering test. Because of uncertainties of controlling the intensity of the voice and the noise and acoustic conditions of the room, it is generally acknowledged that it is almost impossible to obtain accurate results with such a speech test. We felt that a more accurate method of measuring and recording auditory acuity was essential. A Western Electric 5-A Audiometer was accordingly purchased and installed. Results obtained constitute a good criterion of the general hearing level. A tone having components throughout the entire speech frequency range is electrically generated and delivered to a receiver held to the ear of the child. The volume of the tone is controlled by an attenuator unit so that by varying the intensity of the sound all degrees of hearing from normal to total deafness can be tested. The audiometer minimizes to a great extent the effects of room noise, and is not subject to variations in the acoustic properties of the room.

Preliminary testing was done in April. Only children who respond with a fair degree of accuracy and reliability — the entire Upper School and

the 60 children of the primary grades in the Lower School — were tested. Of the 201 pupils who comprised this group, 79 per cent fell within the normal range of hearing, showing a gain of as much as 20 per cent and a loss of no more than 10 per cent. Defective hearing — a loss of 15 per cent or more — was shown by the remaining 21 per cent. Nine of the 42 children in this second group are receiving remedial work in the form of stimulation of residual hearing through bone conduction, and one of these children will be transferred to the Deaf-Blind Department in the fall.

Consideration of the readings which range from a loss of 100 per cent in the poorer ear through a gain of 20 per cent in the better ear makes apparent the need for the periodic retesting and careful follow-up which is planned for next year.

A CUMULATIVE RECORD

The cumulative record sheet which was worked out last year has proven its value in making possible the presentation of a concise summary of each pupil's yearly achievement. On one side are recorded all school grades and scores attained on intelligence and standardized achievement tests. On the lower half of the sheet these same grades have been plotted on broken line graphs which give excellent quick pictures of the general trend shown by each individual. On the reverse side are noted the more significant facts relative to home influence; social, mental, and emotional adjustment; educational adjustment; physical disabilities and health; educational plans; vocational experiences and plans; and extra-curricular activities and interests.

The cumulative record sheet is one of the set of ten filed for each pupil covering personal history, medical history, ophthalmological history, dental history, psychological findings, work of the physiotherapist, corrective speech reports, field work, and vocational guidance.

TESTING

The *Social Maturity Scale* which is being developed by Dr. Edgar A. Doll at the Training School at Vineland, New Jersey, was given to most of the boys and girls of the Upper School, with a view to adapting it for more extensive use next year; and eighteen pupils in the Upper School were given the preliminary form of *An Intelligence Test for the Visually Handicapped* which is being worked on by Dr. Andrew W. Brown of the Institute of Juvenile Research in Chicago.

The routine intelligence testing with the Hayes-Binet Test for the Blind gave Intelligence Quotients for 156 children. The program provides for this measurement of the mental ability of all pupils at the time of their admission and immediately prior to their discharge, and at regular two-year intervals throughout their attendance at school. Retesting is done oftener when the need is indicated, and many applicants for admission are examined prior to their acceptance.

JANET H. CAIRNS.

Home Visitor's Report

In addition to the work with the families as it was done last year, a special endeavor was made this year to link more closely the school, the home, and the wider community. The effort has been to bring together and co-ordinate as many resources as possible. Sixty-six contacts with outside institutions were divided, as follows: thirty-two hospitals and medical sources; twenty-three social agencies; seven organizations for the blind; four churches. Among the types of services rendered by these agencies were the following:

Arranging medical care for vacations and supplementing family income where special diets were required.

Giving medical help in the aid toward prevention of blindness.

Acting as *liaison* between home, clinic, and Perkins in the admission of pupils.

Arranging for eye examinations and follow-up in cases of defective sight referred to them by the home visitor.

Providing for aid in the payment of hospital bills.

Obtaining financial relief for needy families.

Making social contacts in the community. In addition, these contacts were useful because they developed into the exchange and co-operative work of changing family attitudes and obtaining employment.

A total of one hundred and seventy-eight home visits were made, visiting one hundred and one different homes. One hundred and twenty-four of these were in Massachusetts, five in Rhode Island, four in New Hampshire, nine in Vermont, and thirty-four in Maine. Approximately eighty-nine of these visits were made for reasons of health, sixty-five because of social implications, and twenty because of economic factors. Besides this, seventeen conferences were held at Perkins with parents or members of social agencies interested in individual children.

A special phase of the work this year was that done during the month of July. At that time the home visitor traveled over 3,500 miles in Maine, New Hampshire and Vermont, making thirty-three home visits on present pupils, four on future pupils, and twelve on referrals because of poor vision. Eighteen agencies and special private individuals were seen and twelve medical sources consulted. The work was varied, depending on the need of the individual family, but the type of thing attempted was advice as to the training of the pre-school blind child; arrangement for luetic treatment to preserve remaining sight; medical referrals in the cause of prevention of blindness; advice and arrangement for eye examinations on the referrals because of defective vision; vocational contacts; enlargement of community contacts and the obtaining of family background history.

One outcome of the year's work is the belief that the making of social contacts in the outside community is particularly valuable. During the year in this aspect of the department thirty-seven children had an opportunity to enlarge their social experiences through such things as invitations to supper, to spend the day or the week-end, teas, rides, and through personal correspondence with outside people interested in them. We think that more people would be glad to take an interest in helping to enlarge the

social life of individual children if it were more generally known that the effect of a little variation in the lives of some children is often very great.

RUTH E. DOUGLASS.

Speech Correction Reports

THE LOWER SCHOOL

During the school year 1935-36, fifty-two Lower School pupils were given individual or group work in speech correction. In order to determine which pupils needed work, speech tests were given to all the children entering school for the first time. Of the twenty-two new pupils tested, sixteen were found to have inadequate speech. These children and thirty-six who were to continue work were assigned periods for regular conferences.

The speech defect most outstanding among the younger children was infantile perseveration. Among the girls, the lispers outnumbered the children with letter substitutions. Letter substitution was more common among the little boys. In the primary girls, foreign accent and generally inadequate speech were the most common defects. Stuttering, or the tendency to do so, is still a problem with a few of our children.

Many of the groups having speech correction were given an opportunity to take part in assembly programs, and so put into practice the lessons learned in class.

Thirty girls and boys in the primary groups were given the privilege of hearing good speech as it is spoken on the stage. "Heidi," "Robin Hood," "Beauty and the Beast," "Hans Brinker," and "Alice in Wonderland" were the plays attended and enjoyed. This helped to stimulate an interest in superior speech and to give the children a better understanding of how to undertake their own small dramatizations.

The new apparatus in the Speech Department this year was a model for the purpose of showing the mechanism of speech. It has been used to show the children the tools with which they have to work, and how they may best employ them in order to obtain a more acceptable speech.

ALBERTINA EASTMAN.

THE UPPER SCHOOL

The work in corrective speech in the Upper School was given only half time, — twenty hours a week. This gave time for only twenty-three pupils to have attention. The scheduled time was given to the usual study of pupils' speech problems, and to the use of suitable drills and exercises. The experiences and observations of the year reveal a need for a broader speech program, which will include a variety of group activities, in addition to the usual individual work. The two full-time teachers appointed to handle this work next year will make such a program possible.

Pupils in the Upper School attended performances of "Cyrano de Bergerac" and "Saint Joan" in Boston theatres in connection with their speech work.

SINA F. WATERHOUSE.

Physiotherapists' Reports

Besides the regular work done in this department during the year, a small group of pupils have had regular classes in anatomy and massage. One member of this group, who graduates this year, is considering seriously the possibility of making massage her profession. This is a field where blind people, with the backing of the medical profession, can compete with the seeing on an equal footing.

As usual, about ninety pupils have had posture training, foot exercises, training in walking, and treatment for lateral curvature and other structural defects. In addition to these treatments which approximate 5,650, there have been about 250 treatments consisting of baking and massage for various injuries. Two pupils have had individual lessons in swimming.

Dr. Frank R. Ober made two visits during the year and examined about eighty-five children. He prescribed treatments and recommended a back brace and a brace for torticollis (wry neck). By special arrangement with Jordan Marsh Company an expert on shoes visited the school to fit those pupils needing this particular attention.

The most noticeable improvement in posture is seen in the Lower School, as so many children upon entering are in poor physical condition. This improvement is due not only to posture training, but to the careful supervision given in the classroom and in the cottage. There is nothing more important in the education of the child than developing good health habits — good posture being most essential.

CHARLOTTE A. HEALY.
THELMA E. PEIRCE.

THE DEPARTMENT OF THE DEAF-BLIND

WHEN school opened in September, 1935, seven pupils were enrolled in our department. The new pupil was six-year-old Patricia Homans from Kentucky, with Miss Person as teacher-mother.

Miss Marguerite Manley, representing the West Virginia School for the Deaf, and Miss Portia Pittinger, of the Ohio School for the Deaf, came to us on the exchange plan until Christmas, Miss Stackpole and Miss MacDonald taking over their duties in their respective schools. Miss Barbour and Mr. Gibson of the high school department, and Miss Nilsson of the Harvard class, gave Tad Chapman his academic work; Miss Nilsson also helped with Earl Martin. Mr. Jablonske did special work with Tad, Earl, and Leonard Dowdy.

Patricia made pleasing progress until she became ill at Thanksgiving time. Patrick Quealy, a six-year-old boy from Lowell, Massachusetts, was then admitted. After the Christmas recess he was taken to the hospital with diabetes. He and Patricia were in school only for short periods at a time after that.

We enjoyed having Joseph Iannace, the deaf-blind boy from Overbrook, and his teacher, Mrs. Kean, with us for a time. His contact with the other pupils in the department proved helpful to him, as well as pleasant for all.

All our other children did good work. This year Tad did his most outstanding piece of work in piano. Clifton Sears did good all-round work, while Earl's best achievement was in reading, which he did well and extensively. Leonard has gone beyond our expectations. His normal reaction to life is astounding.

Helen Siefert has made excellent progress in handwork and has acquired a goodly number of words. We shall greatly miss Helen and Miss Hoshor, her teacher, next fall, but we know they will continue their good work in their new school-home.

Miss Keyes has reason to be proud of Carmela Otero's work, for she has acquired 402 words in two years' time.

From our study of Helen, Carmela, and Leonard we are led to believe that the difference in their reactions to work received here is largely due to their background and age. Leonard and Carmela understood guidance, while Helen seemed to know but little about it. She was also older than the other two children when she entered school; hence her energy was taken up with physical growth and development at the time she needed it for mental readjustment.

This has been a year of many interruptions due to sickness and changes. Nevertheless, it has also been a year of definite progress for us all.

INIS B. HALL.



VARIED ACTIVITIES OF DEAF-BLIND PUPILS



THE DEPARTMENT OF HEALTH

Physician's Report

THE year 1935-36 has been marked by no unusual or unexpected situations medically. Of infectious diseases German measles occurred seventeen times, mumps seventeen times, chicken pox once, and scarlet fever once. There was one case of exanthem subitum. There have been two mastoid operations and three minor operations. We have continued to employ all reasonable and approved methods in protecting the pupils at Perkins from infectious diseases, such as Schick and Dick testing, and appropriate immunization. The one case of scarlet fever occurred before the full effects of the serum had had time to operate. We think it is very gratifying that this was an isolated case and that no one else caught the disease. As heretofore, special attention has been paid to groups of pupils who were under weight. Seventeen of these gained sufficiently to be graduated from the nutrition class in the course of the year.

In co-operation with the psychiatric and social service department, a survey of pupils having had, or suspected of having had, convulsions was made. A special study has also been made of those pupils having heart disease. Both of these studies are being made the subject of a special report.

ROBERT S. PALMER, M.D.

Nurse's Report

During the year 1935-36 the work of the school nurse was divided into three parts:

A. Supervision of children at the school needing medical attention. This included those suffering from minor injuries, colds, and children's diseases. One hundred and forty-one children were seen in their cottages, the majority of these being bed patients three days or more. Besides this, a large number came to the hospital frequently for dressings.

B. Keeping of hospital appointments at the Massachusetts General, Peter Bent Brigham, and Haynes Memorial hospitals. Ninety visits were made which took 196 pupils to the various clinics. All the pupils in for hospitalization were visited frequently by the nurse and kept busy with reading material.

C. Co-operation with Dr. Robert S. Palmer, physician in charge, in the semi-weekly clinics, and with attending physicians from the State Department of Health, completed the third phase of the nurse's work.

Work in all phases has progressed smoothly, due to the co-operation of Dr. Palmer, house matrons, and outside medical sources.

RUTH HOLT, R.N.

Ophthalmologist's Report

The Eye Clinic has increased its activity during the past year. Weekly clinics have been conducted at the school, at which time all students with any ocular symptoms were seen by the ophthalmologist. Consultations for major ocular problems were held as usual at the Massachusetts Eye and Ear Infirmary, and all surgical procedures were performed under the guidance of the school ophthalmologist, who is in daily attendance at the hospital.

The control of juvenile glaucoma is by far the most important problem confronting the department. Several operations have been found necessary, and drugs have been administered with precision and regularity by the school nurse and others. It is a great satisfaction to state that no vision has been lost by any student during the past year.

A few successful operations have been performed to improve vision, chiefly optical iridectomies. It has been the policy of the department to maintain a sharp lookout for cases suitable for sight restoration operations. It is quite certain that in the near future, when the operation of corneal transplantation is perfected, several students at Perkins may be greatly benefited.

A careful, detailed record of the eye examinations of each of the 278 students has now been completed. It is believed that these records may be of inestimable value for the study of hereditary blindness.

During the past year 191 visits were made to the Eye Clinic by 147 different students. A total of seven operations were performed for the retention and restoration of sight.

On May 27, 1936, the New England Ophthalmological Society held a special meeting at the school. There was a special presentation of about thirty cases of retinitis pigmentosa found among the students. Dr. Lewis H. Carris of the National Society for the Prevention of Blindness gave an address on the recent work of the Society.

TRYGVE GUNDERSEN, M.D.

Dentist's Report — Upper School

The Dental Department is of the opinion that prevention of oral ills is equally as important as the repair of dental troubles.

The three-year dental nutrition study which has been conducted with the co-operation of the Medical Department has been completed, and the results show conclusively that it is possible by means of proper nutrition to reduce the incidence of dental caries among institutionalized children.

A detailed account of this research project is being prepared and will be published at a later date.

Once more we wish to thank Mrs. Alice Renton, Supervisor of the Dental Hygiene Department of Forsyth Dental Infirmary in Boston, and her class of hygienists for their kindness in giving each Upper School student a thorough oral prophylaxis.

During the past year the following dental operations were performed in the Upper School:

Silver alloy fillings	225	Prophylaxes	142
Cement fillings	138	Restorations (partial dentures)	4
Synthetic porcelain fillings	42	X-rays	63
Extractions	17	New completed cases (all work	
Silver nitrate treatments	91	completed)	38

MARK D. ELLIOTT, D.D.S.

Dentist's Report — Lower School

Dental and Health Education was assisted during the past year by the use of the radio.

The children listened to a program, "The Dentist Says," by Dr. George Wood Clapp of New York City, and showed much interest in his subjects, "Why Michael is Losing his Teeth," "Why Billy Whistles when he Talks," etc. The broadcast given March 10, "The Bicycle that almost Caused a Tragedy," was an important one, because prizes were offered for the best summary of the broadcast, written by the pupils of the 5th and 6th grades. A similar set of prizes was offered for the best summary written by the 7th, 8th and 9th grades.

Clarence Briggs of the 6th grade (Miss Ethel Evans, teacher) won the first prize offered for Massachusetts. The prize was a radio set. We were indeed proud to have one of the Kindergarten boys win the first prize.

The following operations were performed for the children attending the Kindergarten during the school year ending June, 1936:

Alloy fillings	299	Miscellaneous treatments	80
Cement fillings	15	Silver nitrate treatments	190
Combination cement and alloy	11	Permanent teeth extracted	5
Silicate fillings	42	Temporary teeth extracted	19
Devitalized teeth treated	4	Radiographs	3
Number of treatments	16	Prophylactic treatments	100

Total number pupils treated:

Upper School	15
Upper School completed	3
Kindergarten completed	100
Kindergarten, new pupils	24

REINHOLD RUELBERG, D.M.D.

THE DEPARTMENT OF TEACHER TRAINING

THE Teacher Training Class of 1935-36 completed the usual year of study, teaching, and observation demanded by the courses, with some pleasant recreation mingled with serious occupation.

Thirteen well-qualified young persons made up the class this year, — two men and eleven women. At the time of the Christmas vacation, one member decided to return to his former connection with the Hadley Correspondence School, and another was offered a position in the Florida School for the Blind, and went with our full approval, and the promise that she might return to take the Harvard examination. This she did the following May.

As usual, Dr. Allen was in charge of the course the first semester. Twenty-four topics pertaining to the problems of blindness were treated and twenty-nine lectures given. Among our visiting lecturers was Mrs. Winifred Hathaway, prominent in work for the prevention of blindness. Twelve visits of inspection to agencies connected with work for the blind were made and the course closed with the usual theme and examination. All completed the work with credit.

The Special Methods class received two new members especially recommended to us, bringing our number again to thirteen. Six students took the course for Harvard credit. Four lectures a week, manual training, observation, practice teaching and a given amount of reading fully and profitably occupied the time. The class proved a capable and helpful group and received much commendation from the teachers for their co-operation and skill. They really contributed much valuable aid to the smooth running of our school.

Dr. Farrell showed his usual interest in the class, and both he and Mr. Andrews gave us helpful sessions. Dean Henry W. Holmes of the Harvard Graduate School of Education, Dr. Samuel P. Hayes of Mount Holyoke, and Mr. N. C. Hanks were among our guest speakers.

The course closed with the usual theme presented orally and the examination. Our class has been a very satisfactory one. They have worked hard, have been most conscientious in the discharge of all duties assigned them, and were very willing to help. We wish them every success in their life work.

JESSICA L. LANGWORTHY.

THE DEPARTMENT OF BUILDINGS AND GROUNDS

ALTHOUGH there is still room in the United States for extension of the decimal system, it is in part firmly enough grounded so that most of our thinking is in units of five and ten. Hence it seems a good time to review not only the work of the past year, but also the five-year program mapped out in 1931 by the newly appointed Director.

Outwardly there have been few if any physical changes in the structural part of Perkins in these years, our efforts rather having been to repair and renew and to adjust more properly the plant to the pupils. As shown in previous reports we have worked toward a complete reconditioning of the schoolroom facilities and this year has seen a conclusion of that plan with the entire reconstruction of the school desks at the primary building, following on the newly designed Upper School desks of last year. The new primary desks are especially noteworthy for their large linoleum tops, enlarged storage space and restful green color. Now we can justly point with pride to every schoolroom brightly painted, new desks, new ventilating shades, much acoustical treatment, and every possible facility for aiding the education of the blind.

While thinking of the mental side of the child's life, we have not neglected the physical education, and this year has seen, as have the others, additional equipment provided for outdoor play, four playgrounds now being provided with swings, rings and similar paraphernalia. Indoor equipment has also been added, the most notable addition this year being a modern diving board.

The homes of the children, too, have undergone a thorough renovation in this quinquennium, the final painting and refurbishing having been accomplished at Bradlee Cottage this summer. Gradually, as funds are made available, new rugs and furniture are being installed to take the place of much of the very out-moded pieces, but in some cases valuable antiques are being restored to use. Among the projects of this past year was the making and upholstering in our maintenance shops of more than twenty comfortable chairs for teachers, of a type specially suited to the need. This season also saw the start on a program of providing the kitchens with linoleum floors, as a type of health insurance for the faithful cooks who have suffered much with foot trouble. In Potter Cottage the coat room was much enlarged by changing partitions, and steel lockers were installed, all by way of reducing confusion and aiding order. In general, it might be said that the casual observer would hardly notice any changes in the buildings in the last few years, but a careful review of the records shows that nearly every one of the 800 rooms of the institution has been thoroughly renovated during the period under consideration, many of the rooms for the first time since construction was completed in 1912. The special effort has been made to make the conditions all more efficient, cheerful and clean.

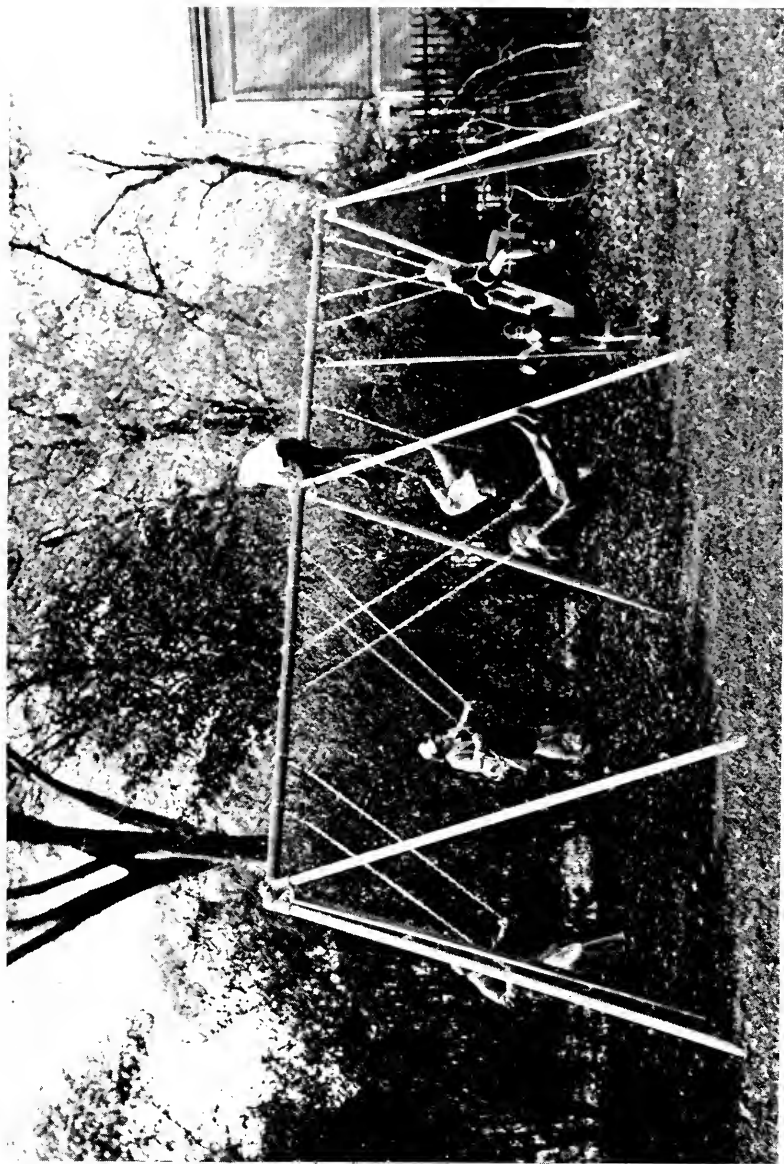
In addition to this work on the main body of the school there has been

also a share of much needed repairs and changes to the auxiliary structures of Perkins. The hospital building, for many years devoted largely to residential purposes, now houses in addition to the Medical and Dental Clinics, the Physiotherapy, the Psychometric and the Ophthalmological Departments, each of which is well equipped to carry on its important work, while one section of the building offers its hospitality as a guest apartment. While no physical changes have been made in the Director's Cottage, a reasonable amount of modernization has taken place, this year's share having been the re-equipping and reflooring of the kitchen. The Principal's Cottage, it will be recalled, was necessarily enlarged last season, and is now much improved in outward appearance and inward utility. Other auxiliary buildings include cottages for the storekeeper and the engineer, where much reconditioning has been done this year. This season the "Rabbit House," which is a small portable structure behind the Lower School, has been revamped for use of Kindergarten handwork classes. The largest of all of the miscellaneous buildings is the "Power House" (or service building) which houses not only the engine room but also the storerooms, laundry, bakeshop, carpenter and paint shops, as well as living quarters for the unmarried men. This has long needed improvements for bettering working conditions. This year's efforts have been the painting of the carpenter shop, the arrangement of an airy paint shop, and repainting of one of the storerooms, though much still remains to be done.

Perkins is justly proud of her fine heritage of trees, lawns, and architecturally unified buildings on the sightly thirty-acre area, but it requires constant effort to keep such an assembly looking well cared for, and do it all on a limited budget. Improvements of the year on the grounds include an extended road to the Principal's House, the building of a spacious service yard, the designing and execution of a labeled Herb Garden for the benefit of the girls of the Upper School, and a new path for the same group leading from the Close to Stickney Gate. Also we have to thank the P. W. A. and the town of Watertown for a new 1,100-foot sidewalk on our North Beacon Street frontage. In co-operation with the Auto Mechanics Department, which built it, we now have a completely motorized spraying outfit to use in our orchards and on our drives. Routine maintenance operations occupy most of the men's time, our aim being to keep the front yard cottage gardens bright with flowers, as much in the "English manner" as soil, weather, and time permit. It is our constant aim to maintain the "estate like" atmosphere of the Perkins grounds which does so much, we believe, to differentiate Perkins from the ordinary "institution."

In all of the above there is a story of what we like to look upon as "growth" rather than "change," and a type of growth that has been solely with the idea in mind of advancing the established aim of Perkins, — "the normal education of the blind child." In how great a degree these physical improvements affect the educationally advancing mind it is not within my province to suggest, but we shall continue to do our best along this line of endeavor in the hope of helping those whom it is our privilege to serve.

NELSON COON.



SWING HIGH, SWING LOW EVEN IF THEY CANNOT SEE



THE WORKSHOP FOR ADULTS

THE sales in the Industrial Department show a decided improvement over the past few years, more than 15 per cent greater than the average for the past five years. The wages paid our blind workers amounted to \$14,670.21, which was 9 per cent greater than the five-year average.

Sales of new articles are still much below the figures of some years ago, but there has been a decided improvement in the number of mattresses and other articles sent us for renovation. Patrons from private families sent us an increasing number of mattresses, but the most notable addition was in the number sent from public institutions, which showed the welcome gain of 46 per cent over the year previous. This was in great measure due to the passage of House Bill No. 920, which became a law in October, 1935.

This bill provides that purchasing agents of the State, counties, cities and towns are required to purchase, from the Division of the Blind, mops, brooms, and other supplies made by the blind, and when employing persons for piano-tuning, chair-seating, or mattress-renovating, to employ such persons who are under the supervision of the Division of the Blind, or in any industrial school or workshop under its supervision.

Director McCarthy of the Division of the Blind, a graduate of Perkins, was pleased to turn over the mattress-renovating to our Workshop, because at present the shops maintained by the Division are not equipped to do this work. While our Workshop is not directly under the supervision of Mr. McCarthy, he has an official supervision of all the blind of the State, and so was able to turn this work our way. All accounts go through his office, and he keeps himself informed of the amount of work done, the prices charged for it, and its quality. We are glad to report that all the purchasing agents sending mattresses and pillows are well pleased with our work. The additional sewing required made it possible to employ a former student of Perkins, Miss Florence Boone. Our expectation is that this law will be the means of adding more workers to our group as purchasing agents of all public institutions become familiar with its provisions. The other activities mentioned in the bill have already proven a source of revenue to many of the employable blind of the State.

The bill was finally made a law after long endeavor on the part of William J. McKeever, its original petitioner. Mr. McKeever, a blind man himself, was in charge of the Cambridge Industries for the Division of the Blind for several years, and in that capacity had realized the need for a law which would be a real aid to our blind workers. His efforts, with Director McCarthy's effective co-operation, are responsible for the final passage of House Bill No. 920.

Last October another law in which we have always been much interested went into effect. It requires that all establishments engaged in renovating bedding must thoroughly sterilize and disinfect it by a process approved by the Department of Health. This appealed to us and we lost no time in having our plant inspected and our facilities and methods tested. Soon we had our license, costing annually \$50, and we proceeded to sterilize in accordance with the law. In a few weeks we learned that the Attorney-General of Massachusetts had ruled that it was unnecessary to secure a license to sterilize if the establishment renovated only bedding belonging to individual patrons, and did not purchase second-hand material for the purpose of reselling. Under this ruling we have the same status as before the law went into effect, plus a license showing we have an officially approved method of sterilization. However, the possession of this license will serve to assure our patrons of the excellence of our sterilizing equipment, and they will feel safer in entrusting their mattresses and pillows to us.

Our business is a seasonal one, twice as many articles coming to us in the summer months as in the winter. In an effort to bring a more equal number at both seasons, we circularized our list of friends during the winter, sending them our "line letter" announcement. While the response was fair, it was not nearly as productive of work as when the announcements were sent at the start of the summer season. It was fortunate for our workers that the public institutions started to send in their work during the winter months, for they thus received more pay in the lean months than in other years.

The following is a résumé of the work done and wages received in the Workshop Department during the fiscal year ending August 31, 1935 and 1936.

	1934-35	1935-36
Mattresses from institutions, etc.	1,203	1,757
Mattresses from individuals	1,787	1,922
Total mattresses received	2,990	3,679
New horsehair picked (pounds)	5,150	6,100
Old hair picked (pounds)	104,149	126,470
Mattresses remade	3,208	3,814
Chairs recaned	3,445	3,237
Wages paid to seamstresses	\$1,229 20	\$1,623 12
Wages paid to mattressmakers	8,121 11	8,950 89
Wages paid to chaircaners	4,179 16	4,096 20
Total wages to blind workers	\$13,529 47	\$14,670 21
Sales for the year	\$37,048 38	\$43,453 02

FRANK C. BRYAN.

THE HOWE MEMORIAL PRESS

THE Maps for the Blind Project of the Works Progress Administration has been a most interesting departure from the usual work carried on in the printing department. The project owes its start to a letter in the "Boston Evening Transcript," which asserted there were no maps for the blind available, and to Dr. Farrell's reply, describing the various maps used for teaching geography. Dr. Farrell's letter came to the attention of the head of the W. P. A. in Massachusetts, and finally led to the launching of the project to make an atlas of flat paper maps, similar to the conventional maps for the seeing, but necessarily having much less detail, even though highly enlarged.

Our printing department is equipped to make the outline maps for teaching geography which were developed forty years ago by Dr. Allen. These are outlines of States, countries and continents, with rivers, lakes, coast lines and mountains shown. With these as a foundation, the pupils, under the direction of their teacher, fill in other details, — cities, towns, railroads, products, etc., using as many separate maps as needed.

The new maps are quite large, 22 inches by 28 inches, to give space for as many of the principal details as may be noted in braille text. The large size of these maps required a special plate-holder for the press on which the finished maps are to be printed. This was designed by the engineers employed for the project, patterns made, and castings from these provided by Perkins, as sponsor of the project.

Our department has but one "map-making" machine; and as it was impossible to provide each of the ten embossers engaged in making the maps with a similar machine, it was necessary to resort to the devices of long ago, when braille was embossed with the braille slate, steel stylus and hammer. Special slates were provided by our own appliance men until the mechanics engaged for the project were able to take over the work. In addition to the slates, hand punches were made to give the same shapes as those on the regular map-making machine: single and double dots, long and short lines, a "fat" dot, dot-dash, a right-angle, a cross, a circle, and erasing tools. In operation these punches were hammered into the thin brass plate on which the map was embossed, the design in turn sinking into a plastic material which took the place of the usual matrix of the map-making machine. The plastic material had to have certain characteristics: firm enough to permit the design to mold without spreading, soft enough so it would not split, a consistency that would not crack at 50 degrees or melt at 90 degrees. All of these characteristics were finally incorporated into the plastic produced by the chemist of the group, working in the laboratories at Massachusetts Institute of Technology, and its formula represents a definite contribution to the art of map-making by this method.

Upon completion of the project, each school for the blind will be pre-

sented with a copy of the atlas, and the finished plates will remain in the possession of Perkins, from which copies may be printed as ordered.

A table giving the production and distribution of appliances for the past year and the grand total since September, 1907, follows.

FRANK C. BRYAN.

WORK ACCOUNT FOR THE YEAR ENDING AUGUST 31, 1936

	Titles	Volumes	Pages
Literature pages embossed:			
Upper School	12	28	1,838
Kindergarten	10	15	1,532
Library of Congress	12	35	7,612
Music pages embossed:			
Upper School: 22 choruses and anthems; 35 hymns and carols; 21 piano, organ and instrumental pieces			831
Kindergarten: 5 books of sight singing; 1 book of songs; 4 piano pieces			239
			12,052
Printing:			
Literature pages			609,515
Music			44,894
Miscellaneous			42,452
			696,861

APPLIANCES AND GAMES	Made this Year	Distributed this Year	Total from Sept. 1, 1907, to Aug. 31, 1936
Pocket slates	629	921	18,791
Desk slates	650	256	19,475
Card-marking slates	—	6	209
Styluses	7,000	4,172	88,436
Erasers	1,000	152	152
Braillewriters:			
Hall and Boston	—	—	213
Perkins, Models A, B and C	—	—	306
Perkins, Model D	—	18	45
Perkins, Shorthand	—	9	25
Proof presses	6	4	18
Writing boards:			
Aluminum	—	43	1,810
Fiber	452	655	13,928
Aluminum alphabets	—	57	1,847
Wire signature guides	42	34	590
Peg boards:			
Plain	70	31	1,269
Reversible	—	13	311
Map cushions	18	20	105
Thermometers	—	23	282
Barometers	—	10	38
Caning vises	50	27	106
Tennis vises	—	1	9
Taylor arithmetic slates for Pennsylvania Institution for the Blind	250	101	1,176
Games:			
Checkers	170	215	3,934
Dominoes	120	119	2,842
Puzzle-peg	34	11	382
Playing cards	76	76	1,491
Chess	—	3	8
Anagrams	—	9	10

During the year the Press purchased letter-press books for the Special Reference Library and for the Circulating Library, amounting to \$568.56, and purchased embossed books from other presses to the value of \$76.50, a total of \$645.06.

THE REPORT OF THE REGISTRAR

THREE hundred and seven blind persons were registered at Perkins Institution on the first of October, 1936, a number which was four less than on the same date of the previous year. The enrolment includes 77 boys and 77 girls in the Upper School, 51 boys and 57 girls in the Lower School, 25 teachers, officers and other employees, and 20 adults in the Workshop at South Boston. Thirteen students in the Harvard Course on the Education of the Blind are also in residence. There have been 37 admitted and 41 discharged during the year.

Several persons who have been connected with the school in various capacities and through many years have died in the last twelvemonth: Dr. Francis I. Proctor, careful and painstaking ophthalmologist, who gave time and service unstintedly and without financial recompense from February, 1893, to November, 1910; Miss Helen M. Abbott, gifted teacher of music, its theory, harmony and composition from 1897 to 1933; Miss Angie L. Tarbell, principal teacher of the boys' primary department from 1905 to 1915; Mrs. Anne Sullivan Macy, Perkins 1886, famous teacher and companion of Helen Keller; Miss Nettie C. Gray, Perkins 1915, who taught music most successfully in the school for colored blind in Arkansas for many years and to the time of her death; Mrs. Minnie E. White, who served acceptably for four years as the dietitian of the Lower School; Harry Hodsdon, Perkins 1892, successful tuner of pianofortes in Yarmouth, Maine; John Small, William H. Towle and George N. Gove, faithful assistants at the school for a number of years. All these built their lives into the fabric of the institution according to their talents and requirements and helped in the development of its design.

Causes of Blindness of Pupils admitted during the School Year, 1935-36. — Ophthalmia neonatorum, 2; optic atrophy, 2; congenital cataracts, 3; congenital microphthalmos, 2; congenital cataract and microphthalmos, 1; congenital anophthalmos, 2; congenital buphthalmos, 1; congenital aniridia, 1; congenital amblyopia, 5; chorio-retinitis, 4; separation of retina, 2; retinitis pigmentosa, 1; dislocated lens, 2; interstitial keratitis, 1; phthisis bulbi, 1; old iritis and aphakia, 1; high myopia, 1; macular degeneration, 1; anophthalmos, 1.

GRADUATES OF THE CLASS OF 1936 — Andrea D. Caroselli, Norman S. Case, Jr., Margaret J. Czyzewski, Louise Dardioli, Virginia Marie Dean, Ralph F. Feleciano, William L. Hutchinson, Fannie E. Libbey, Leroy B. MacLaughlin, Stephanie Mierzewski, Norbert Miskivitch, Lucy Julia Nicolais, Leo F. Queenan, Helen Dolores Reese, Arthur W. Tobey, Jr., Roy Vincent.

CERTIFICATES FROM THE PIANOFORTE NORMAL DEPARTMENT — Bertrand M. J. Chombeau, Hervey L. Rainville.

CERTIFICATES FROM THE PIANOFORTE TUNING DEPARTMENT — Alfred Cormier, Theodore Walter Kwasnieski.

CERTIFICATES FROM THE MANUAL TRAINING DEPARTMENT — Louise Dardioli, Fannie E. Libbey, Lucy Julia Nicolais.

ANNA GARDNER FISH.

LIST OF PUPILS

OCTOBER 1, 1936

UPPER SCHOOL

Accorsi, Annie
Andrews, Mary E.
Antul, Helen.
Bedrosian, Mary.
Bradley, Doris G.
Bresnahan, M. Fay.
Buckley, Frances A.
Candage, Rachel E.
Chelifou, Doris E.
Clarke, Virginia.
Coombs, Shirley.
Copp, Lucille I.
Correia, Angelina.
Correia, Fanny.
Corsi, Angelina.
Cox, Ruth A.
Crossman, Evelyn M.
Davy, Lillian.
Dean, Virginia M.
Del Padre, Eva.
Downey, Mary A.
Drake, Elaine M.
Eldredge, Frances M.
Falcione, H. Olga.
Feleciano, Adelaide M.
Foley, V. Marion.
Fortier, Louise.
Getchell, Barbara.
Gibalerio, Kathryn Z.
Gurry, Martha V.
Hakey, Jeannette.
Hazlett, Naomi E.
Hoyle, Geraldine A.
Irwin, Eleanor I.
Johnson, Doris L.
Kennedy, Ethel I.
Kovalczyk, Lorraine.
Kucab, Julia A.
Libbey, Fannie E.
Logan, Mertys M.
Lord, H. Edith.
Lovejoy, Mildred E.
MacDonald, Mona G.
Maffini, Gloria F.
McNamara, Eileen.
McNamara, Lorraine.
Mierzewski, Stephanie.
Miller, M. Alice.
Minezzi, Virginia L.
Morang, Pauline E.
Moreau, Barbara L.
Mullaney, Margaret L.
Nadeau, Cecile.
Nickerson, Vivian M.
Nicolaou, Kyriake.
O'Donnell, Louraine.
O'Shea, Anita M.
Oulton, Sabra.
Pepe, Carmella.
Pepe, M. Angelina.
Platt, Ruth E.
Pomerleau, Grace.
Potter, Ruth.
Price, Ruth E.
Reese, Helen.
Regan, Mary.
Reinert, Marion.
Still, Evelyn G.
Surprenant, Lillian V.
Swanson, Grace E.
Taylor, Everill.
Thorne, Alice B.
Tramontozzi, Elena.
True, Wilma L.
Wolfson, Martha.
Youngblood, Mary J.
Younie, Bernice E.
Allen, Alden E.
Autuori, Americo.
Bailey, Dana M.
Barker, Douglas H.
Beaudry, Roger W.
Benoit, Joseph C.
Briggs, Clarence.
Brothers, C. Lewis.
Brzoza, Walter.
Burnham, Rudolph M.
Buttles, Stephen A.
Callero, Joseph E.
Caroselli, Andrea.
Carr, Walter P.
Cetto, Joseph.
Chapman, Winthrop C.
Chereski, Patrick J.
Cirella, Anthony.
Cliche, Emery.
Cookson, Robert.
Correia, Joseph.
Delaney, James D.
Desrosiers, Gerard N.
Di Francesco, John.
Dowdy, Leonard.
Ellis, Warren P.
Feleciano, Ralph F.
Fitzpatrick, Henry.
Fournier, Francis J.
Fox, Robert F.
Gambardelli, Arthur J.
Garaventa, Arthur.
Gifford, D. Paul.
Giuliano, Paolo.
Hall, Clifford F.
Ireland, Carl V.
King, Carl S.
King, John C.
Lahti, George V.
LeBlanc, W. Thomas.
MacShawson, Irving J.
Marchisio, Guido.
Marinello, Domenic.

Martin, Earl.
Maynard, Merrill A.
McGillicuddy, John L.
Medeiros, Joseph.
Morris, Kenneth A.
Morrison, John J.
Morrissette, Emile.
Neuwirth, William A.
Nicholas, Leo.
Nichols, Alaric G.
Nichols, Hayden A.
Pasterczyk, Henry.
Patch, Robert L.
Pike, N. Neal.
Pollino, Anthony.
Queenan, Leo F.
Rackowski, Teddy F.

Ramos, Joseph.
Richardson, Clyde E.
Santangelo, Samuel P.
Scott, Robert J.
Scully, Spencer.
Sears, Clifton L.
Serino, Joseph.
Small, Philip L.
Soutier, Francis.
Starkey, Samuel.
Stec, Edward R.
Swett, Frank A.
Tancrelle, Gideon.
Thompson, R. Lawrence.
Van Vliet, Franklin E.
Weixler, Richard C.
Zarr, William.

LOWER SCHOOL

Accorsi, Elizabeth.
Bamford, Marie.
Banda, Theresa C.
Beaudette, Marie B.
Berarducci, Joan E.
Blakely, Priscilla.
Blanchette, Esther A.
Boudreau, Louise.
Bourdon, Natalie J.
Budrow, Florence Y.
Casella, Grace L. T.
Cerullo, Ida.
Copp, Lorraine D.
Corkum, Jacqueline T.
Costa, Alice.
Delorey, Elizabeth A.
Deschesne, Marie.
Donovan, Mary E.
Farias, Alice.
Fleming, Lillian G.
Gaudreau, Lorraine N.
Germano, Mary L.
Hayman, Margaret L.
Helbert, Catherine T.
Herron, Edith.
Herron, Melina.
Hill, Gloria F.
Johnson, Virginia L. D.
Kincaide, Dorothy M.
Landi, Elena.
Langlois, Estelle Y.
LeVasseur, Evelyn R.
Lozo, Annie M.
Macdonald, Hope M.
Marrama, Josephine.
Martinelli, Mary P.
McIntosh, Marjorie A.
Medeiros, Kathleen R.
Medeiros, Stella M.
Metcalf, Gloria C.
Mulford, Norma J.
Murby, Harriet E.
Nicholas, Bernice.
Nicholas, Doris.
Otero, Carmela.
Patch, Joyce M.
Porcaro, Helena R.
Porcaro, Marcelline M.
Reynolds, Dorothy H.
Robbins, Mary.
Roode, Marilyn.
Stanley, Norma M.
Tebbetts, Margaret E.
Terrien, Alice M.

Tirocchi, Salma.
Wright, Louise H.
Zagunis, Bernice B.
Ashworth, David A.
Bertrand, Norman.
Boroni, Gene.
Bradford, James A.
Broadbent, Samuel A.
Burke, William.
Chase, Donald.
Clarke, Blakely.
Coiley, C. Richard.
Cordeau, Francis R.
Correia, Frank.
Corsi, Alfred.
Costa, Jesse.
Cotter, Thomas E.
Crane, Richard L.
Curtin, Charles E.
Curtis, Harold A.
Delaney, Francis.
Devino, Francis.
Dolan, Robert.
Eaton, Richard L.
Evensen, Richard H.
Flynn, John T.
Fortes, Andrew.
Fournier, Arthur J.
Garceau, Henry E.
Gayzagian, Albert K.
Giggey, Robert J.
Gillis, Robert A.
Grover, Raymond E.
Johansen, Nils A.
Kennedy, Albert E.
Kiwior, Bronislaw.
Lewis, Winfield E.
Little, Hollis A.
Macomber, Hollis N.
McKenne, Thomas M.
Merriam, Donald P.
Moreau, F. Roland.
Moseley, Edward L.
Murphy, William H.
Peterson, Edmund M.
Quealy, Patrick J.
Rosati, Ettore G.
Sacco, Anthony.
Southern, Charles D.
Strangis, John F.
Thornton, Ralph E.
Walsh, James.
Zarr, Alexander.
Zermas, George.

ACKNOWLEDGMENTS

I. — ACKNOWLEDGMENTS FOR CONCERTS, RECITALS AND LECTURES

To Mrs. M. GREAME HAUGHTON, for a generous supply of tickets for the use of music students in attending concerts by the Boston Symphony Orchestra; and for a sum of money for transportation.

To Mrs. FREDERICK L. DAY, for six season tickets for the course of Saturday Morning Junior Concerts in Sanders Theatre, Cambridge.

To Miss MARY STRICKLAND, for forty tickets for a concert by the Yale and Harvard glee clubs in Sanders Theatre, Cambridge.

To Miss JANE GRIFFETH, for two tickets for a concert by the MacDowell Club.

To Mr. EDWIN H. WHITEHILL, for a general invitation to a band concert at the Watertown High School; and to Miss RENA I. BISBEE, for a general invitation on a similar occasion.

To Mr. AARON RICHMOND, for an average of five tickets for each of a series of concerts and recitals in Jordan Hall, Boston.

To Mr. ERNEST L. NICHOLS, for a general invitation to a musical vesper service, given by the Boston N. R. A. chorus in Central Congregational Church, Newtonville.

To Mrs. J. W. PLANTER, for two tickets for a concert by the Harvard Glee Club.

To Mrs. OAKES I. AMES, for fourteen tickets for a concert by the Boston Music School Settlement in Jordan Hall, Boston.

To the Rev. LEO J. GILLERAN, for twelve tickets for a concert by the Boston College Glee Club and Orchestra.

To Mr. ROBERT DELANY, for a generous supply of tickets for a Mount Holyoke concert at the Elizabeth Peabody House, Boston.

To Miss RUTH BAKER, for a general invitation to Admiral Byrd's lecture on Antarctica in Symphony Hall, Boston.

II. — ACKNOWLEDGMENTS FOR CONCERTS, RECITALS AND LECTURES IN OUR HALL

To Mr. HARRY UPSON CAMP, for an organ recital.

To Mr. EDWARD J. BLEAU, baritone, and Miss MADELEINE GRAY, accompanist, for a vocal recital.

To Mr. WILLIAM D. STRONG, for a pianoforte recital.

To the WEST END COMMUNITY ORCHESTRA, Mr. PAUL BAUGUSS, conductor, assisted by HERVEY RAINVILLE, pianist, and HAROLD SCHWAB, organist, for a concert.

To Mr. RAY WHITLEY, and several rodeo performers, for an entertainment for the children.

To Miss JEAN MARDIN, and, again, to Miss SUMPTER, for talks on books in connection with Book Week.

To Dr. SAMUEL P. HAYES, for talks on "Letting one's self go" and "The good vacation."

To Sir HERBERT AMES, for a talk on the League of Nations, for which he had served as treasurer.

To Mr. HOWARD GODING, for a pianoforte recital.

To Miss EDNA LANOUE, soprano, and Miss URSULA FLANAGAN, pianist, former pupils, for a joint recital.

To Mrs. J. E. DANIELS, and, again, to Mrs. CLYDE W. ROBBINS, for the entertainment of the younger pupils through story-telling.

To Mrs. LUCIA AMES MEAD, for a talk on international affairs.

To Canon CORNELIUS TROWBRIDGE, Mrs. WINIFRED HATHAWAY, Dr. ERNEST W. RIGGS, Mr. PETER VAN MELLE, Rev. E. P. JANVIER, Mrs. ROSS THOMAS, Mrs. ALANSON PLATT, Mrs. CORA L. GLEASON, and the clergy of Watertown, for chapel talks.

To the patriotic organizations of Watertown, for exercises in commemoration of Memorial Day.

III. — ACKNOWLEDGMENT FOR BOOKS AND PERIODICALS

Embossed Periodicals. — American Review, The Beacon, Braille Courier, Braille Star Theosophist, Catholic Review, Christian Record, Christian Science Bible Lessons, Church Herald for the Blind, Esperanto Ligilio, The Evangel, Herald of Christian Science, The Illuminator, International Braille Magazine, Jewish Braille Review, Lions Juvenile Braille Monthly, Lutheran Herald for the Blind, Lutheran Messenger for the Blind, Matilda Ziegler Magazine, Maryland Oriole, Messenger to the Sightless, National Magazine for the Blind, Our Special, Red and White, The Searchlight, Texas Meteor, Weekly News.

Letter-Press Periodicals. — Arizona Cactus, Blindesaken, Colorado Index, Ohio Chronicle, Optimist, Our Dumb Animals, Rocky Mountain Leader, Utah Eagle, West Virginia Tablet.

To MARY BURROUGH, LOUISE HOBBEY, Dr. GEORGE KELLY, Sister YVES, SOCIETY FOR THE SIGHTLESS, SWEDENBORG FOUNDATION, Mrs. H. H. RICHARDSON, Mr. AUGUSTUS HEMENWAY, Mrs. HAYJACK, for embossed literature.

To GEORGE N. PEEK, HARVEY FIRESTONE, CHEMICAL FOUNDATION, BERNARD M. BARUCH, ROTARY CLUB OF HUNGARY through Dr. ZOLTAN KOOS, METROPOLITAN LIFE INSURANCE COMPANY, Dr. CLYDE E. KEELER, LIBRARY CLARKE UNIVERSITY, CAROLINE H. NICHOLSON, EMILIE POULSSON, for letter-press books.

To MARJORIE BOOKER, ALICE M. DAY, AMY RULE DAY, MARY H. FERGUSON, EDITH C. FOOTE, EDITH FORSTER, FLORENCE E. HASKELL, MARY S. HOLBROOK, OLIVE KEEPING, GRACE W. LOOMIS, MARY A. STAGER, DOROTHY C. WAUGH, ROSE WEINBERG, for hand-transcribed books for the circulating library, Upper School.

To ANITA S. WARD, MONMOUTH CHAPTER, Red Bank, N. J., MARY HOLBROOK, CLARA L. CAPEN, ALICE W. HUNT, ALICE B. CONGDON, JULIA M. BUNCE, ELSIE L. FLINT, GEORGIA C. NOYES, ISABEL WESSON, EMMA L. DOWNING, EDITH L. SCHMIDT, GLADYS R. JONES, SARAH F. BREMER, ELEANOR H. LOVETT, RUTH MASSEY, ALICE M. DAY, DOROTHY C. WAUGH, MARION N. RECHEL, RACHEL L. CLARKSON, EDITH A. FORSTER, GWENDOLYN PETERS, HELEN S. BROWN, ELIZABETH W. ALLEN, for hand-transcribed books for the Lower School.

To the BOSTON CHAPTER AMERICAN RED CROSS for binding many hand-transcribed books.

IV. — ACKNOWLEDGMENTS FOR GIFTS AND SERVICES

To Mrs. E. PREBLE MOTLEY, the ELIOT CHURCH SCHOOL of Newton, *through* Mr. DANA PARKER, Jr., treasurer, the PRIMARY DEPARTMENT OF UNION CONGREGATIONAL CHURCH of Weymouth and East Braintree, *through* Mrs. NEWMAN PAGE, Miss MARY AMORY GREENE, and Mrs. EDWARD H. MOSELEY, for gifts of money.

To Mrs. MOSELEY, Mr. LEROY S. EATON, Mr. D. L. THOMAS, Mrs. EMMA H. McCRAITH, Mrs. CUNNINGHAM, Mrs. FANNY S. JOHANSEN, Mrs. MARY O'NEILL, and Mrs. WILLIAM H. MURPHY, for confectionery, cornballs, ice cream and fruit on various occasions; and to Mrs. MOSELEY for the transportation of pupils to a picnic.

To Miss MARION R. CASE, for Christmas greens; and to the COMMITTEE ON LITERATURE FOR THE BLIND, Jackson, Tenn., *through* Mrs. W. J. LORING-CLARK, for brailled Christmas cards.

To the LOWELL ASSOCIATION FOR THE BLIND, for clothing.

To Mrs. GEORGE H. MONKS, for a picture; to Mr. STEELE, for three chairs; to Mr. CHARLES H. PARKER, for a mahogany table which had belonged to a relative of Col. Thomas H. Perkins, our early benefactor.

To Mrs. MARTHA R. JOHNSON, for a loom; to Mrs. T. M. GRIFFIN, for a quantity of beads; and to Mr. EMILE BERNAT, for a generous supply of yarn.

To Mrs. ETHEL A. HAYES, for a Victrola and records; to Miss ISABEL PRESCOTT, for a phonograph with three hundred records and a music cabinet; and to Miss JOSEPHINE KNIGHT, for a phonograph and many fine records.

To Mr. O. H. BILGRAM, for a pentagraph for writing staff music.

To Mrs. JOHN L. SALTONSTALL and to Mrs. C. W. TAINTOR, for braille-writers and paper; to the latter for a numbering machine; and to Mrs. GASKILL, for braille paper.

To Miss MARTHA E. SMITH, for a daguerreotype of her grandfather, Joseph Brown Smith (Perkins 1840), first blind graduate from a college (Harvard 1844), with his special coffee cup, some of his poetry, and a picture of his mother, an early matron at Perkins for ten years.

To Mrs. RICHARD B. CARTER, for a fine bust of Richard Wagner.

To the BOSTON COMMITTEE FOR THE BLIND, Mrs. FRED HOCHBERGER, chairman, Mrs. Henry E. FRIEDMAN, chairman of entertainment, for many and various gifts, sociables for the cottage families, personal services to certain pupils, assistance in providing camping trips for some of the boys, and regular conveyance for several pupils to and from Temple Israel, Boston.

To the parish of St. PATRICK'S CHURCH, Watertown, for safe and regular transportation of pupils to and from services at that church.

To Mr. JOHN A. SARGENT of Littleton, Mass., for the loan of a beautiful model of a steamship, made by himself and placed on our grounds for the inspection of our pupils.

STATEMENT OF ACCOUNTS

BOSTON, September 28, 1936.

*To the Board of Trustees, Perkins Institution and Massachusetts School for the
Blind, Watertown, Massachusetts.*

GENTLEMEN:— I have audited the accounts of the Treasurer of the Institution, for the fiscal year ending August 31, 1936, and have found that all income from investments and proceeds from sales of securities have been accounted for, and that the donations, subscriptions, miscellaneous receipts, as shown by the books, have been deposited in bank to the credit of the Treasurer of the Institution.

I have vouched all disbursements and verified the bank balances as at the close of the fiscal year.

All of the securities, as shown by the books, were verified by certification of the custodian, the New England Trust Company.

In my opinion, the accompanying statements, covering the Institution, Howe Memorial Press Fund, and Kindergarten, correctly set forth the income and expenditures for the fiscal year ending August 31, 1936.

Respectfully submitted,

JOHN MONTGOMERY,
Certified Public Accountant.

INSTITUTION

BALANCE SHEET, AUGUST 31, 1936

<i>Assets</i>		
Plant:		
Real estate, Watertown — less depreciation	\$439,401 89	
Real estate, South Boston	91,000 00	
Real estate, Boston — less depreciation	43,462 54	
		\$573,864 43
Equipment:		
Tools, etc.	\$6,698 74	
Furniture and household	14,291 57	
Music department	23,175 00	
Library department	113,091 30	
Works department	23,360 26	
		180,616 87
Investments:		
Real estate	\$263,788 19	
Securities	1,806,178 50	
Securities — Varnum Fund	169,573 71	
Securities — Baker Fund	13,881 86	
Mortgage receivable	468 98	
		2,253,891 24
Inventory of provisions and supplies		4,109 06
Accounts receivable		832 46
Cash on hand		88,527 80
		\$3,101,841 86
Total		\$3,101,841 86
<i>Liabilities</i>		
General account		\$301,653 80
Funds and legacies:		
General	\$2,108,710 70	
Permanent	563,295 85	
Special	111,794 66	
		2,783,801 21

Unexpended income, special funds	\$13,509 49
Clock and organ fund	544 19
Accounts payable	600 12
Vouchers payable	247 00
Taxes unpaid	1,258 70
Suspense	227 35
Total	\$3,101,841 86

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1936

Interest and dividends, general purposes	\$81,218 32
Interest and dividends, special funds	4,318 46
Interest and dividends, Varnum Fund	10,509 75
	<u>\$96,046 53</u>
Less rent, net loss	2,122 85
	<u>\$93,923 68</u>
Annuities	418 82
Donations	1,178 62
Tuition and board, Massachusetts	\$62,160 00
Tuition and board, others	26,725 00
	<u>88,885 00</u>
Total	\$184,406 12
Less special fund income to special fund accounts	4,318 46
	<u>\$180,087 66</u>
Net income available for general purposes	\$180,087 66
Expenses:	
Pensions	\$6,964 00
Treasurer's miscellaneous expenses	1,412 16
Expenses, 133 Newbury Street	16 10
Depreciation, 133 Newbury Street	419 57
Extraordinary expense	543 82
Fire insurance premiums	91 62
Net charge to Director (see detailed statement)	156,411 35
	<u>165,858 62</u>
Balance of income	\$14,229 04

Director's Expense Account

YEAR ENDING AUGUST 31, 1936

Administration:	
Salaries	\$7,907 96
Supplies	772 03
Telephone and telegraph	755 16
Publicity	1,715 10
	<u>\$11,150 25</u>
Special departments:	
Library salaries	\$1,368 14
Library supplies	249 20
	<u>\$1,617 34</u>
Health salaries	\$2,043 75
Health supplies	364 04
	<u>2,407 79</u>
Hospitalization	224 18
Personnel salaries	\$3,135 00
Personnel supplies	239 41
	<u>3,374 41</u>
	<u>7,623 72</u>
Education:	
Literary salaries	\$21,070 00
Literary supplies	1,151 38
	<u>\$22,221 38</u>
Manual training salaries	\$9,400 00
Manual training supplies	115 88
	<u>9,515 88</u>
Music salaries	\$7,202 50
Music supplies	563 25
	<u>7,765 75</u>
Depreciation music department	175 00
	<u>39,678 01</u>

Household:			
Salaries		\$19,537	21
Food		17,048	91
Furnishings and supplies		3,614	07
Laundry salaries		2,145	00
Laundry supplies		313	75
Depreciation on furnishings and household equipment		1,449	69
			<u>\$44,108 63</u>

Maintenance:			
Engineers' salaries	\$6,603	60	
Light, heat, power and supplies	14,889	56	
			<u>\$21,493 16</u>
Building salaries	\$4,074	44	
Building supplies and repairs	2,399	77	
			<u>6,474 21</u>
Ground salaries	\$3,611	51	
Ground supplies	753	11	
			<u>4,364 62</u>
Depreciation on buildings, Watertown		14,171	67
Depreciation on tools and equipment		782	42
			<u>47,286 08</u>

Other expenses:			
Automobile	\$663	79	
Liability and automobile insurance	979	21	
Pension retirement plan	\$4,284	20	
Less contributed by employees	1,669	08	
			<u>2,615 12</u>
Industrial department		510	49
Tuning department		3,020	01
Loss on bad debts		77	40
Extraordinary expense		75	00
Net loss — works department		2,894	16
			<u>\$10,835 18</u>

Less credits:			
Industrial department	\$860	21	
Tuning income	3,134	75	
Discounts	125	56	
Bad debt recoveries	150	00	
			<u>4,270 52</u>
			<u>6,564 66</u>
Net charge to Director			<u>\$156,411 35</u>

Income Special Funds

On hand September 1, 1935		\$11,502	25
Add income 1935-36		4,298	46
			<u>\$15,800 71</u>
Distributed		2,291	22
			<u>\$13,509 49</u>

WORKS DEPARTMENT

BALANCE SHEET, AUGUST 31, 1936

<i>Assets</i>			
Cash		\$469	04
Accounts receivable		4,514	41
Merchandise inventory		7,600	59
Machinery and tools		4,422	23
Furniture and fixtures		6,093	04
Auto trucks		469	30
			<u>\$23,568 61</u>
<i>Liabilities</i>			
Vouchers payable		\$208	35
Main office	\$26,254	42	
Less net loss	2,894	16	
			<u>23,360 26</u>
Total			<u>\$23,568 61</u>

PROFIT AND LOSS, AUGUST 31, 1936

		<i>Revenue</i>	
Sales			\$43,453 02
		<i>Expenditures</i>	
Materials used		\$11,759 76	
Salaries and wages		28,679 62	
General expense		3,555 02	
Auto trucks expense		783 88	
Pension retirement plan	\$246 60		
Less contributed by employees	56 76		
		189 84	
Total expenditures			44,968 12
Loss			\$1,515 10
Add:			
Depreciation on fixed assets		\$1,298 49	
Loss on bad accounts		80 57	
		1,379 06	
Net loss for the year ending August 31, 1936			\$2,894 16

INSTITUTION FUNDS, AUGUST 31, 1936

Special funds:			
Robert C. Billings (for deaf, dumb and blind)		\$4,000 00	
Mary Alice Butler (for reading matter for the blind)		4,333 32	
Marks I. Cohen (for Jewish children) (spent)		-	
John D. Fisher (education teachers and others)		5,230 00	
Joseph B. Glover (for blind and deaf)		5,000 00	
John Goldthwait (charitable)		1,333 15	
Harris Fund (outdoor relief)		26,667 00	
Maria Kemble Oliver (concert tickets)		15,000 00	
Prescott (education teachers and others)		21,231 45	
Elizabeth P. Putnam (higher education)		1,000 00	
Richard M. Saltonstall (use Trustees)		3,000 00	
A. Shuman (clothing)		1,000 00	
Augustine Shurtleff (for deaf, dumb and blind)		1,750 00	
Thomas Stringer (care of T. S., etc.)		15,880 32	
Julia E. Turner (education of worthy needy)		6,369 42	
		\$111,794 66	
Permanent funds (income for general purposes):			
George Baird		\$12,895 21	
Charles Tidd Baker		14,230 59	
Charlotte Billings		40,507 00	
Frank W. Boles		76,329 02	
Stoddard Capen		13,770 00	
Jennie M. Colby, in memory of		100 00	
Ella Newman Curtis Fund		2,000 00	
Stephen Fairbanks		10,000 00	
David H. Fanning		5,010 56	
Helen Osborne Gary		10,000 00	
Harris Fund (general purposes)		53,333 00	
Harriet S. Hazeltine Fund		5,000 00	
Benjamin Humphrey		25,000 00	
Prentiss M. Kent		2,500 00	
Kate M. Morse Fund		5,000 00	
Jonathan E. Pecker		950 00	
Richard Perkins		20,000 00	
Henry L. Pierce		20,000 00	
Mrs. Marilla L. Pitts, in memory of		5,000 00	
Frederick W. Prescott, endowment		25,338 95	
Frank Davison Rust Memorial		4,000 00	
Samuel E. Sawyer		2,174 77	
Charles Frederick Smith		8,663 00	
Timothy Smith		2,000 00	
Mary Lowell Stone Fund		4,000 00	
George W. Thym		5,054 66	
Alfred T. Turner		1,000 00	
Levina B. Urbino		500 00	
William Varnum Fund		170,945 09	
Ann White Vose		12,994 00	
Charles L. Young		5,000 00	
		\$563,295 85	

General funds (principal and income for general purposes):

Elizabeth B. Allen	\$500 00
Nora Ambrose, in memory of	300 00
Charlotte H. Andrews	15,169 87
Ellen S. Bacon	5,000 00
Elizabeth B. Bailey	3,000 00
Eleanor J. W. Baker	2,500 00
Calvin W. Barker	1,859 32
Lucy B. Barker	5,953 21
Francis Bartlett	2,500 00
Elizabeth Howard Bartol	5,000 00
Mary Bartol	300 00
Thompson Baxter	322 50
Samuel Benjamin	250 00
Robert C. Billings	25,000 00
George Nixon Black	10,000 00
Susan A. Blaisdell	5,832 66
Dehon Blake	500 00
William T. Bolton	555 22
George W. Boyd	5,000 00
Caroline E. Boyden	1,930 39
Mary I. Brackett	5,263 33
J. Putnam Bradlee	268,391 24
Charlotte A. Bradstreet	23,273 49
Ellen F. Bragg	8,006 68
Lucy S. Brewer	10,215 36
Florence N. Bridgman	500 00
J. Edward Brown	100,000 00
Maria A. Burnham	10,000 00
T. O. H. P. Burnham	5,000 00
Abbie Y. Burr	200 00
Annie E. Caldwell	4,000 00
Emma C. Campbell	1,000 00
Ellen G. Cary	50,000 00
Katherine F. Casey	100 00
Edward F. Cate	5,000 00
Robert R. Centro, in memory of	10,000 00
Fanny Channing	2,000 00
Mary F. Cheever	200 00
Ida May Chickering	1,052 03
Ann Eliza Colburn	5,000 00
Susan J. Conant	500 00
William A. Copeland	1,000 00
Louise F. Crane	5,000 00
W. Murray Crane	10,000 00
Harriet Otis Cruft	6,000 00
David Cummings	7,723 07
Chastine L. Cushing	500 00
I. W. Danforth	2,500 00
Charles L. Davis	1,000 00
Etta S. Davis	8,027 87
Susan L. Davis	1,500 00
Joseph Descalzo	1,000 00
Elsie C. Disher	163,250 07
John H. Dix	10,000 00
Mary Frances Drown	20,762 43
Alice J. H. Dwinell	200 00
Amelia G. Dyer	40,043 00
Mary Agnes Eaton	3,078 88
Mary E. Eaton	5,000 00
William Eaton	500 00
Ann J. Ellis	1,023 00
Martha S. Ensign	2,505 48
Orient H. Eustis	500 00
Sarah M. Farr	64,247 43
Mortimer C. Ferris Memorial	1,000 00
Annie M. Findley	500 00
Thomas B. Fitzpatrick	1,000 00
John Forrest	1,000 00
Ann Maria Fosdick	14,333 79
Nancy H. Fosdick	3,937 21
Sarah E. Foster	200 00
Mary Helen Freeman	1,000 00
Cornelia Anne French	10,000 00
Martha A. French	164 40

General funds (principal and income for general purposes) — <i>Con.</i>	
Ephraim L. Frothingham	\$1,825 97
Jessie P. Fuller	200 00
Thomas Gaffield	6,685 38
Albert Glover	1,000 00
Joseph B. Glover	5,000 00
Benjamin H. Goldsmith	11,199 68
Charlotte L. Goodnow	6,471 23
Maria W. Goulding	2,332 48
Charles G. Green	39,328 65
Amelia Greenbaum	500 00
Mary Louise Greenleaf	199,189 94
Ellen Page Hall	10,037 78
Ellen Hammond	1,000 00
Hattie S. Hathaway	500 00
Jerusha F. Hathaway	5,000 00
Lucy Hathaway	4,577 00
Charles H. Hayden	27,461 01
John C. Haynes	1,000 00
Mary E. T. Healy	200 00
Joseph H. Heywood	500 00
Ira Hiland	3,893 37
George A. Hill	100 00
Margaret A. Holden	3,708 32
Margaret J. Hourihan	200 00
Charles Sylvester Hutchinson	2,156 00
Katharine C. Ireson	52,037 62
Eliza J. Kean	49,599 64
Marie L. Keith	2,000 00
Harriet B. Kempster	1,144 13
Ernestine M. Kettle	9,975 00
B. Marion Keyes	6,350 00
Lulu S. Kimball	10,000 00
Lydia F. Knowles	50 00
Davis Krokyn	100 00
Catherine M. Lamson	6,000 00
Susan M. Lane	815 71
Lewis A. Leland	415 67
Benjamin Levy	500 00
E. E. Linderholm	505 56
William Litchfield	7,951 48
Mary I. Locke	8,361 89
Hannah W. Loring	9,500 00
Adolph S. Lundin	100 00
Susan B. Lyman	4,809 78
Stephen W. Marston	5,000 00
Elizabeth S. Martin	1,000 00
William H. Maynard	21,984 04
Charles Merriam	1,000 00
Mary H. Miller	1,012 50
Louise Chandler Moulton	6,500 00
Mary A. Muldoon	100 00
Sarah M. Nathan	500 00
Joseph F. Noera	2,000 00
Ella Nye	50 00
Emily C. O'Shea	1,000 00
Sarah Irene Parker	699 41
William Prentiss Parker	2,500 00
George Francis Parkman	50,000 00
Grace Parkman	500 00
Philip G. Peabody	1,200 00
Elizabeth W. Perkins	2,000 00
Ellen F. Perkins	2,500 00
Edward D. Peters	500 00
Clara J. Pitts	2,000 00
George F. Poland	75 00
Sarah E. Pratt	2,988 34
Grace E. Reed	5,054 25
Matilda B. Richardson	300 00
William L. Richardson	50,000 00
Anne Augusta Robinson	212 20
Julia M. Roby	500 00
Mary L. Ruggles	3,000 00
Elizabeth H. Russell	500 00
Marian Russell	5,000 00

General funds (principal and income for general purposes) — *Con.*

Nancy E. Rust	\$2,640 00
Emily E. St. John	5,015 00
Joseph Scholfield	2,500 00
Sarah E. Seabury	3,116 01
Richard Black Sewell	25,000 00
Charles F. Sherman	2,000 00
Margaret A. Simpson	968 57
Ellen V. Smith	25,000 00
Esther W. Smith	5,000 00
Sarah F. Smith	3,000 00
The Maria Spear Bequest for the Blind	15,000 00
Henry F. Spencer	1,000 00
Cora N. T. Stearns	53,558 50
Lucretia J. Stoehr	2,967 26
Joseph C. Storey	122,529 58
Sophonra S. Sunbury	365 19
Mary F. Swift	1,391 00
William Taylor	893 36
Joanna C. Thompson	1,000 00
William Timlin	7,820 00
Alice W. Torrey	71,560 00
Sarah E. Trott	2,795 86
Mary Wilson Tucker	481 11
George B. Upton	10,000 00
Charles A. Vialle	1,990 00
Abbie T. Vose	1,000 00
Nancie S. Vose	300 00
Horace W. Wadleigh	2,000 00
Joseph K. Wait	3,000 00
Harriet Ware	1,952 02
Allena F. Warren	2,828 33
William H. Warren	4,073 17
Charles F. Webber	13,076 00
Mary Ann P. Weld	2,000 00
Oliver M. Wentworth	300 00
Cordelia H. Wheeler	800 00
Opha J. Wheeler	3,086 77
Sarah L. Whitmarsh	2,000 00
Samuel Brenton Whitney	1,000 00
Adelia C. Williams	1,000 00
Judson Williams	3,628 46
Mehitable C. C. Wilson	543 75
Esther F. Wright	5,899 80
Thomas T. Wyman	20,000 00
Fanny Young	8,000 00
William B. Young	1,000 00
	<hr/>
	\$2,108,710 70
	<hr/>
	\$2,783,801 21
	<hr/> <hr/>

KINDERGARTEN

BALANCE SHEET, AUGUST 31, 1936

Assets

Plant:		
Real estate, Watertown — less depreciation	\$358,339 64	
Equipment:		
Furniture and household	\$12,054 03	
Tools, etc.	5,391 60	
Music department	8,925 00	
Library department	86 59	
	<hr/>	26,457 22
Investments:		
Real estate	\$409,228 27	
Securities	1,983,915 90	
Securities — Baker Fund	20,893 97	
	<hr/>	2,414,038 14
Inventory of provisions and supplies		3,893 55
Accounts receivable		1,890 87
Cash on hand		76,028 31
		<hr/>
Total		\$2,880,647 73
		<hr/> <hr/>

		<i>Liabilities</i>	
General account			\$697,493 20
Funds and legacies:			
General		\$1,922,777 92	
Permanent		214,853 72	
Special		27,985 35	
		<hr/>	2,165,616 99
Unexpended income, special funds			11,893 48
Vouchers payable			1,161 08
Accounts payable			597 98
Taxes unpaid			3,885 00
Total			<hr/> <hr/> <u>\$2,880,647 73</u>

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1936

Interest and dividends, general purposes	\$90,738 62	
Interest and dividends, special funds	1,119 41	
	<hr/>	
	\$91,858 03	
Less rent, net loss	5,582 13	\$86,275 90
	<hr/>	
Tuition and board, Massachusetts	\$38,790 00	
Tuition and board, others	30,750 00	
	<hr/>	69,540 00
Total		\$155,815 90
Less special fund income to special fund accounts		1,119 41
Net income available for general purposes		<hr/> <u>\$154,696 49</u>
Expenses:		
Pensions	\$8,460 00	
Treasurer's miscellaneous expenses	1,393 50	
Fire insurance premiums	91 63	
Extraordinary expense	543 83	
Net charge to Director (see detailed statement)	144,227 24	
	<hr/>	154,716 20
Expenses in excess of income		<hr/> <u>\$19 71</u>

Director's Expense Account

YEAR ENDING AUGUST 31, 1936

Administration:			
Salaries		\$7,907 97	
Supplies		718 80	
Telephone and telegraph		756 22	
Publicity		1,659 82	
		<hr/>	\$11,042 81
Special departments:			
Library salaries	\$2,078 18		
Library supplies	175 91		
	<hr/>	\$2,254 09	
Health salaries	\$2,163 75		
Health supplies	367 69		
	<hr/>	2,531 44	
Hospitalization		87 10	
Personnel salaries	\$6,010 00		
Personnel supplies	118 07		
	<hr/>	6,128 07	11,000 70
Education:			
Literary salaries	\$18,565 00		
Literary supplies	1,659 19		
	<hr/>	\$20,224 19	
Manual training salaries	\$3,850 00		
Manual training supplies	268 79		
	<hr/>	4,118 79	
Music salaries	\$4,000 00		
Music supplies	102 62		
Depreciation	175 00		
	<hr/>	4,277 62	
Deaf-blind salaries	\$4,315 00		
Deaf-blind supplies	126 82		
	<hr/>	4,441 82	33,062 42

Household:			
Salaries		\$17,932	21
Food		17,400	17
Furnishings and supplies		3,103	82
Laundry salaries		2,145	00
Laundry supplies		313	75
Depreciation on furnishings and household equipment		1,200	56
			<u>\$42,095 51</u>

Maintenance:			
Engineers' salaries	\$6,603	60	
Light, heat, power and supplies	14,594	73	
			\$21,198 33
Building salaries	\$4,074	42	
Building supplies and repairs	2,405	13	
			6,479 55
Ground salaries	\$3,611	54	
Ground supplies	766	60	
			4,378 14
Depreciation on buildings, Watertown			11,196 90
Depreciation on tools and equipment			681 51
			<u>43,934 43</u>

Other expenses:			
Automobile		\$663	86
Liability and automobile insurance		720	48
Pension retirement plan	\$3,498	97	
Less contributed by employees	1,705	70	
			1,793 27
Loss on bad debts			27 02
Extraordinary expense			25 00
			<u>\$3,229 63</u>

Less discounts		138	26	
				<u>3,091 37</u>
Net charge to Director				<u><u>\$144,227 24</u></u>

Income Special Funds

On hand September 1, 1935		\$11,045	55
Add income, 1935-36		1,119	41
Total		\$12,164	96
Distributed		271	48
Unexpended income August 31, 1936		\$11,893	48

KINDERGARTEN FUNDS, AUGUST 31, 1936

Special funds:			
Charles Wells Cook (scholarship)		\$5,000	00
Helen Atkins Edmands Memorial (scholarship)		5,000	00
Glover Fund (Albert Glover, blind deaf mutes)		1,054	10
Ira Hiland (income to W. E. R. for life)		1,000	00
Emmeline Morse Lane (books)		1,000	00
Leonard and Jerusha Hyde Room		4,000	00
Dr. Ruey B. Stevens (clothing)		4,000	00
Lucy H. Stratton (Anagnos Cottage)		6,931	25
			<u>\$27,985 35</u>

Permanent funds (income for general purposes):			
Mary D. Balfour		\$5,692	30
Charles Tidd Baker		21,353	84
William Leonard Benedict, Jr., Memorial		1,000	00
Samuel A. Borden		4,675	00
A. A. C., in Memoriam		500	00
Helen G. Coburn		9,980	10
M. Jane Wellington Danforth Fund		10,000	00
Caroline T. Downes		12,950	00
Charles H. Draper		23,934	13
Eliza J. Bell Draper Fund		1,500	00
George R. Emerson		5,000	00
Mary Eveleth		1,000	00
Eugenia F. Farnham		1,015	00

Permanent funds (income for general purposes) — *Con.*

Susan W. Farwell	\$500 00
John Foster	5,000 00
The Luther & Mary Gilbert Fund	8,541 77
Albert Glover	1,000 00
Mrs. Jerome Jones Fund	9,935 95
Charles Larned	5,000 00
George F. Parkman	3,500 00
Catherine P. Perkins	10,000 00
Frank Davison Rust Memorial	15,600 00
Caroline O. Seabury	1,000 00
Phoebe Hill Simpson	3,446 11
Eliza Sturgis Fund	21,729 52
Abby K. Sweetser	25,000 00
Hannah R. Sweetser Fund	5,000 00
Levina B. Urbino	500 00
May Rosevear White	500 00

\$214,853 72

General funds (principal and income for general purposes):

Emilie Albee	\$150 00
Lydia A. Allen	748 38
Michael Anagnos	3,000 00
Harriet T. Andrew	5,000 00
Martha B. Angell	34,370 83
Mrs. William Appleton	18,000 00
Elizabeth H. Bailey	500 00
Eleanor J. W. Baker	2,500 00
Ellen M. Baker	13,053 48
Mary D. Barrett	1,000 00
Nancy Bartlett Fund	500 00
Sidney Bartlett	10,000 00
Emma M. Bass	1,000 00
Sarah E. J. Baxter	48,205 59
Thompson Baxter	322 50
Robert C. Billings	10,000 00
Sarah Bradford	100 00
Helen C. Bradlee	140,000 00
J. Putnam Bradlee	168,391 24
Charlotte A. Bradstreet	13,576 19
Ellen F. Bragg	8,006 69
Lucy S. Brewer	2,791 18
Sarah Crocker Brewster	500 00
Ellen Sophia Brown	1,000 00
Rebecca W. Brown	8,977 55
Harriet Tilden Browne	2,000 00
Katherine E. Bullard	2,500 00
Annie E. Caldwell	5,000 00
John W. Carter	500 00
Kate H. Chamberlin	5,715 07
Adeline M. Chapin	400 00
Benjamin P. Cheney	5,000 00
Fanny C. Coburn	424 06
Charles H. Colburn	1,000 00
Helen Collamore	5,000 00
Anna T. Coolidge	53,873 38
Mrs. Edward Cordis	300 00
Sarah Silver Cox	5,000 00
Lavonne E. Crane	3,365 21
Susan T. Crosby	100 00
Margaret K. Cummings	5,000 00
James H. Danforth	1,000 00
Catherine L. Donnison Memorial	1,000 00
George E. Downes	3,000 00
Amanda E. Dwight	6,295 00
Lucy A. Dwight	4,000 00
Harriet H. Ellis	6,074 79
Mary E. Emerson	1,000 00
Mary B. Emmons	1,000 00
Arthur F. Estabrook	2,000 00
Ida F. Estabrook	2,114 00
Orient H. Eustis	500 00
Annie Louisa Fay Memorial	1,000 00
Sarah M. Fay	15,000 00
Charlotte M. Fiske	5,000 00
Ann Maria Fosdick	14,333 79

General funds (principal and income for general purposes) — *Con.*

Nancy H. Fosdick	\$3,937 21
Fanny Foster	269,713 06
Margaret W. Frothingham	500 00
Elizabeth W. Gay	7,931 00
Ellen M. Gifford	5,000 00
Joseph P. Glover	5,000 00
Matilda Goddard	300 00
Anna L. Gray	1,000 00
Maria L. Gray	200 00
Caroline H. Greene	1,000 00
Amelia Greenbaum	1,000 00
Mary L. Greenleaf	5,157 75
Josephine S. Hall	3,000 00
Allen Haskell	500 00
Mary J. Haskell	8,687 65
Olive E. Hayden	4,622 45
Jane H. Hodges	300 00
Margaret A. Holden	2,360 67
Marion D. Hollingsworth	1,000 00
Frances H. Hood	100 00
Abigail W. Howe	1,000 00
Martha R. Hunt	10,000 00
Ezra S. Jackson	688 67
Caroline E. Jenks	100 00
Ellen M. Jones	500 00
Hannah W. Kendall	2,515 38
Clara P. Kimball	10,000 00
David P. Kimball	5,000 00
Moses Kimball	1,000 00
Ann E. Lambert	700 00
Jean Munroe Le Brun	1,000 00
Willard H. Lethbridge	28,179 41
William Litchfield	6,800 00
Mary Ann Locke	5,874 00
Robert W. Lord	1,000 00
Elisha T. Loring	5,000 00
Sophia N. Low	1,000 00
Thomas Mack	1,000 00
Augustus D. Manson	8,134 00
Calanthe E. Marsh	18,840 33
Sarah L. Marsh	1,000 00
Waldo Marsh	500 00
Annie B. Matthews	45,086 40
Rebecca S. Melvin	23,545 55
Georgina Merrill	4,773 80
Louise Chandler Moulton	10,000 00
Maria Murdock	1,000 00
Mary Abbie Newell	5,903 65
Margaret S. Otis	1,000 00
Jeannie Warren Paine	1,000 00
Anna R. Palfrey	50 00
Sarah Irene Parker	699 41
Anna Q. T. Parsons	4,019 52
Helen M. Parsons	500 00
Edward D. Peters	500 00
Henry M. Peyser	5,678 25
Mary J. Phipps	2,000 00
Caroline S. Pickman	1,000 00
Katherine C. Pierce	5,000 00
Helen A. Porter	50 00
Sarah E. Potter Endowment	425,014 44
Francis L. Pratt	100 00
Mary S. C. Reed	5,000 00
William Ward Rhoades	7,507 86
Jane Roberts	93,025 55
John M. Rodocanachi	2,250 00
Dorothy Roffe	500 00
Clara Bates Rogers	2,000 00
Rhoda Rogers	500 00
Mrs. Benjamin S. Rotch	8,500 00
Edith Rotch	10,000 00
Rebecca Salisbury	200 00
J. Pauline Schenkl	10,955 26
Joseph Scholfield	3,000 00

General funds (principal and income for general purposes) — *Con.*

Eliza B. Seymour	\$5,000 00	
Esther W. Smith	5,000 00	
Annie E. Snow	9,903 27	
Adelaide Standish	5,000 00	
Elizabeth G. Stuart	2,000 00	
Benjamin Sweetzer	2,000 00	
Harriet Taber Fund	622 81	
Sarah W. Taber	1,000 00	
Mary L. Talbot	630 00	
Cornelia V. R. Thayer	10,000 00	
Delia D. Thorndike	5,000 00	
Elizabeth L. Tilton	300 00	
Betsey B. Tolman	500 00	
Transcript, ten dollar fund	5,666 95	
Mary Wilson Tucker	481 11	
Mary B. Turner	7,582 90	
Royal W. Turner	24,089 02	
Minnie H. Underhill	1,000 00	
Charles A. Vialle	1,990 00	
Rebecca P. Wainwright	1,000 00	
George W. Wales	5,000 00	
Maria W. Wales	20,000 00	
Gertrude A. Walker	87 75	
Mrs. Charles E. Ware	4,000 00	
Rebecca B. Warren	5,000 00	
Jennie A. (Shaw) Waterhouse	565 84	
Mary H. Watson	100 00	
Ralph Watson Memorial	237 92	
Isabella M. Weld	14,795 06	
Mary Whitehead	666 00	
Evelyn A. Whitney Fund	4,888 00	
Julia A. Whitney	100 00	
Sarah W. Whitney	150 62	
Betsy S. Wilder	500 00	
Hannah Catherine Wiley	200 00	
Mary W. Wiley	150 00	
Mary Williams	5,000 00	
Almira F. Winslow	306 80	
Eliza C. Winthrop	5,041 67	
Harriet F. Wolcott	5,532 00	
		<hr/>
		\$1,922,777 92
		<hr/>
		\$2,165,616 99
		<hr/>
		<hr/>

HOWE MEMORIAL PRESS FUND

BALANCE SHEET, AUGUST 31, 1936

		<i>Assets</i>	
Equipment and supplies:			
Machinery		\$3,380 35	
Furniture and fixtures		307 65	
Printing inventory		8,675 93	
Appliances inventory		6,919 69	
Embossing inventory		920 71	
Stationery, etc., inventory		783 82	
		<hr/>	\$20,988 15
Investments:			
Securities		253,655 64	
Accounts receivable		1,975 56	
Cash on hand		4,276 05	
		<hr/>	
Total			\$280,895 40
			<hr/>
			<hr/>
		<i>Liabilities</i>	
General account			\$243,866 30
Funds and legacies:			
Special		\$24,839 10	
General		12,190 00	
		<hr/>	37,029 10
			<hr/>
Total			\$280,895 40
			<hr/>
			<hr/>

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1936

Interest and dividends, general purposes	\$14,482 57	
Interest and dividends, special funds	1,033 56	
		<u>\$15,516 13</u>
Expenses:		
Pensions	\$300 00	
Treasurer's miscellaneous expenses	100 92	
Net charge to manager (see detailed statement)	15,120 08	
		<u>15,521 00</u>
Expenses in excess of income		<u>\$4 87</u>

Manager's Expense Account

YEAR ENDING AUGUST 31, 1936

Maintenance and operation of plant:		
Embossing	\$6,582 35	
Printing	8,125 41	
Appliances	8,274 08	
Stationery	715 90	
Library	2,284 71	
Depreciation on machinery and equipment	497 27	
Salaries	2,200 00	
Miscellaneous	94 06	
Loss on bad debts	2 30	
Pension retirement plan	\$573 08	
Less contributed by employees	153 24	
		<u>419 84</u>
		\$29,195 92
Less:		
Discounts	\$102 14	
Sale of appliances	6,846 83	
Sale of books, music, etc.	7,126 87	
		<u>14,075 84</u>
Net charge to manager		<u>\$15,120 08</u>

HOWE MEMORIAL PRESS FUNDS, AUGUST 31, 1936

Special funds:		
Adeline A. Douglas (printing raised characters)	\$5,000 00	
Harriet S. Hazeltine (printing raised characters)	2,000 00	
Thomas D. Roche (publication non-sectarian books)	1,883 84	
J. Pauline Schenkl (printing)	10,955 26	
Deacon Stephen Stickney Fund (books, maps and charts)	5,000 00	
		<u>\$24,839 10</u>
General funds (principal and income for general purposes):		
Beggs Fund	\$900 00	
Joseph H. Center	1,000 00	
Augusta Wells	10,290 00	
		<u>12,190 00</u>
		<u>\$37,029 10</u>

CONTRIBUTIONS FOR THE PERKINS INSTITUTION

1935-1936

Through the Ladies' Auxiliary Society:	
Annual subscriptions (see below)	\$626 62
Donations (see below)	537 00
Branch organizations (see below)	15 00
Total	\$1,178 62

ANNUAL SUBSCRIPTIONS

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	\$626 62

* 1935

† 1936

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Whitcher, Mr. Frank W.	10 00
Williams, Mrs. Arthur	3 00
	\$537 00

BRANCH ORGANIZATIONS

Cushing, Miss Susan T.	\$2 00
Faunce, Miss Eliza H.	2 00
Jaques, Miss Helen L.	10 00
Klous, Mrs. H. D.	1 00
	\$15 00

DESIGNATED DONATIONS

A. T. Parker (for the library)	\$25 00
Kindergarten Department of West Newton Unitarian Church School (to help send a blind child to camp)	8 00
Mrs. Larz Anderson (for the benefit of the Howe Memorial Club)	50 00
Junior Church School of Trinity (aid for a music student)	33 69
Through the Matilda Ziegler Magazine for the Blind (for two meritorious students)	100 00
	\$216 69

FORM OF BEQUEST

I hereby give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, the sum of _____ dollars (\$ _____), the same to be applied to the general uses and purposes of said corporation under the direction of its Board of Trustees; and I do hereby direct that the receipt of the Treasurer for the time being of said corporation shall be a sufficient discharge to my executors for the same.

FORM OF DEVISE OF REAL ESTATE

I give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, that certain tract of real estate bounded and described as follows:—

(Here describe the real estate accurately)

with full power to sell, mortgage and convey the same free of all trusts.

NOTICE

The address of the treasurer of the corporation is as follows:

ROGER AMORY

No. 19 Congress Street, Boston.





LOWER SCHOOL FLÈCHE

**One Hundred and Sixth
Annual Report**
of
Perkins Institution
and
**Massachusetts School
for the Blind**

Incorporated March 2, 1829



1937

**Offices of Administration and Schools
Watertown**

**THE WORKSHOP
549 E. Fourth Street
South Boston**

**THE SALESROOM
133 Newbury Street
Boston**



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CALENDAR

1937 - 1938

- September 8. Stated meeting of Trustees.
September 13. Staff meeting.
September 14. Pupils return.
September 15. School begins.
September 20. Matrons' meeting (all matrons).
October 11. Staff meeting.
October 13. Executive Committee meeting.
October 13. Director's reception.
October 18. Matrons' meeting (Lower School).
November 1. Annual meeting of Corporation.
November 8. Staff meeting.
November 10. Executive Committee meeting.
November 15. Matrons' meeting (Girls' Upper School).
November 24-28. Thanksgiving recess.
December 8. Stated meeting of Trustees.
December 13. Staff meeting.
December 19. Christmas Carol concert at Jordan Hall.
December 20. Matrons' meeting (Boys' Upper School).
December 21. Christmas Carol concert at the school.
December 22- } Christmas vacation.
January 4 }
January 10. Staff meeting.
January 12. Executive Committee meeting.
January 17. Matrons' meeting (all matrons).
February 9. Executive Committee meeting.
February 14. Staff meeting.
February 21. Matrons' meeting (Lower School).
February 22. Demonstration of pupils' activities.
March 9. Stated meeting of Trustees.
March 14. Staff meeting.
March 21. Matrons' meeting (Girls' Upper School).
April 9-19. Easter vacation.
April 13. Executive Committee meeting.
April 25. Matrons' meeting (Boys' Upper School).
May 9. Staff meeting.
May 11. Executive Committee meeting.
May 16. Matrons' meeting (all matrons).
May 30. Holiday.
June 4. Alumnæ Day.
June 8. Stated meeting of Trustees.
June 13. Staff meeting.
June 16. Girls' reception.
June 17. Commencement Exercises.
June 17. Boys' reception.
September 12. Members of the staff return after summer vacation.
September 13. Pupils return after summer vacation.
September 14. School begins.

PERKINS INSTITUTION

HISTORY

IN 1826 Dr. John D. Fisher returned to Boston from Paris resolved to provide for the blind of Massachusetts the same care afforded them in France. Enlisting the aid of friends, a committee was formed and upon petition to the Legislature an Act of Incorporation was granted on March 2, 1829, establishing "The New England Asylum for the Blind," the first school for those without sight in America. In 1831 Dr. Samuel Gridley Howe, just returned from participation in the Greek wars, was elected the first director and in August, 1832, the first classes were held in the house of Dr. Howe's father on Pleasant Street.

During the early years Col. Thomas H. Perkins became interested in the little school and gave for its use his large house on Pearl Street. The need for larger quarters was soon apparent, and in 1839 the great hotel in South Boston was purchased. This purchase was made possible by the assent of Col. Perkins to the sale of the house that he had given to the school. Because of this magnanimous attitude of Col. Perkins the trustees renamed the school "Perkins Institution and Massachusetts Asylum for the Blind." This name was changed in 1877 to the present name, "Perkins Institution and Massachusetts School for the Blind."

Dr. Howe directed the growing work of Perkins Institution for forty years and was succeeded in 1876 by his Greek protégé and son-in-law, Michael Anagnos. Mr. Anagnos created the Howe Memorial Press for publishing embossed books and for the manufacture of appliances for the education of the blind. In 1887 he founded the Kindergarten in Jamaica Plain, the first school in the world for little blind children. After thirty years of leadership Mr. Anagnos died in Rumania in 1906.

In 1907 the directorship of Perkins Institution fell to Edward E. Allen, head of the school for the blind in Philadelphia, where he had just rebuilt the school plant on a garden site outside of the city. Coming to Boston, Mr. Allen began plans for a new Perkins, and in 1912 the Institution and in 1913 the Kindergarten were housed in the beautiful new plant at Watertown. These buildings, situated on an old estate of thirty-four acres on the banks of the Charles River, have school and residence facilities for nearly three hundred pupils. Dr. Allen retired in 1931. His last official act was to write the one hundredth annual report. Thus for a century Perkins Institution had but three directors.

PURPOSE

Perkins Institution provides for the visually handicapped youth of New England full educational opportunity from Kindergarten through High School. The content of instruction corresponds with that offered to seeing boys and girls in the public schools. The methods of instruction of necessity differ. Principal differences are that embossed books take the place of ink-print, and studies are taught objectively. In the adaptation and invention of means of instructing the blind Perkins has been a pioneer through its century of existence. Much attention is paid to physical and manual training and to music. Opportunity is provided for those qualified to pursue higher studies or to take advanced work in music and vocational fields.

Boys and girls without sight or with insufficient sight to read ink-print are admitted as pupils, if capable of education and in good health. While at the school pupils reside in cottages where the teachers also live, and through this association they acquire that unconscious tuition which is such an important part of the program of socialization. The primary aim of Perkins Institution is to qualify its visually handicapped pupils to take contributory places in normal life. New pupils are admitted in September and February, and all pupils must return to their homes for the short vacations at Christmas and Easter and for the long vacation in the summer.

PAST OFFICERS

PRESIDENTS

1830-1837	1862-1869
JONATHAN PHILLIPS	SAMUEL MAY
1838-1839	1870-1871
SAMUEL APPLETON	MARTIN BRIMMER
1840-1846	1872-1897
PETER C. BROOKS	SAMUEL ELIOT
1847-1854	1898-1929
RICHARD FLETCHER	FRANCIS H. APPLETON
1855-1861	1930-
EDWARD BROOKS	ROBERT H. HALLOWELL

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1830-1834	1893-1896
WILLIAM CALHOUN	GEORGE HALE
1835-1846	1897-1911
THOMAS H. PERKINS	AMORY A. LAWRENCE
1847-1850	1912-1913
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1851	1914-1921
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1867-1870	1930-
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1871-1892	
JOHN CUMMINGS	

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1840-1846	1881-1902
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1847-1861	1903
THOMAS B. WALES	PATRICK T. JACKSON
1862-1868	1904-1916
WILLIAM CLAFLIN	WILLIAM ENDICOTT
1869-1872	1917-1935
WILLIAM ENDICOTT	ALBERT THORNDIKE
1873-1879	1935-
HENRY ENDICOTT	ROGER AMORY

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1831-1876	1907-1931
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1876-1906	1931-
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1937 - 1938

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VICE-PRESIDENT

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whose duty it is to visit and inspect the Institution at least once in each month

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February	Mrs. HOMER GAGE	September	HENRY H. FAXON, M.D.
March	Miss ROSANNA D. THORNDIKE	October	Mrs. JOHN F. DOWD
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† Visually handicapped.

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Curtis, Louis, Jr., Boston.
Curtis, Richard C., Boston.
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Gleason, Mrs. Cora L., Watertown.
Glidden, William T., West Newton.
Gray, Francis C., Boston.
Gray, Roland, Boston.
Greenough, Mrs. Henry V., Brookline.
Greenough, Malcolm W., Boston.
Grew, Edward W., Boston.
Griswold, Merrill, Boston.
Gross, Robert H., Boston.
Hall, Miss Minna B., Brookline.
Hallowell, Richard P., 2d, Boston.
Hallowell, Robert H., Dedham.
Hallowell, Mrs. Robert H., Dedham.
Hallowell, Robert H., Jr., Dedham.
Hallowell, Mrs. Robert H., Jr., Dedham.
Hayes, Miss Lydia Y., Newark, N. J.
Hemenway, Mrs. Augustus, Milton.
Herter, Christian A., Boston.
Higginson, Francis L., Boston.
Hill, Alfred S., Somerville.
Hill, Arthur D., Boston.
Hinds, Mrs. E. S., Boston.

Holmes, Charles W., South Hingham.
 Holmes, Dean Henry W., Cambridge.
 Hornblower, Henry, Boston.
 Howe, James C., Milton.
 Humbert, Miss W. R., Boston.
 Hunnewell, Mrs. Henry S., Boston.
 Hunnewell, Walter, Boston.
 Hunt, James R., Jr., Boston.
 Iasigi, Miss Marie V., Boston.
 Jackson, Mrs. James, Westwood.
 Jeffries, J. Amory, Boston.
 Johnson, Arthur S., Boston.
 Johnson, Rev. Herbert S., Brookline.
 Joy, Mrs. Charles H., Boston.
 Kidder, Mrs. Henry P., Boston.
 King, Mrs. Tarrant P., Milton.
 Kirstein, Louis E., Boston.
 Lamb, Mrs. Horatio A., Boston.
 Lamb, Miss Rosamond, Boston.
 Langworthy, Miss J. L., Greenwich, N. Y.
 Latimer, Mrs. G. D., Brookline.
 Lawrence, Mrs. A. A., Brookline.
 Lawrence, Rev. Frederick C., Cambridge.
 Lawrence, John S., Boston.
 Lawrence, Rt. Rev. William, Boston.
 Lawrence, Rt. Rev. W. Appleton, Springfield, Mass.
 Leavitt, Rev. Ashley D., Brookline.
 Ley, Harold A., New York.
 Lincoln, Mrs. George C., Worcester.
 Lindsay, Sir Charles W., Montreal, Canada.
 Lord, Rev. A. M., Providence, R. I.
 Lothrop, Miss Mary B., Boston.
 Lovering, Mrs. Charles T., Boston.
 Lovering, Richard S., Hoffman, N. C.
 Lovett, Miss Eleanor H., Brookline.
 Lowell, A. Lawrence, Boston.
 Lowell, James H., Boston.
 Lowell, Miss Lucy, Boston.
 Lowell, Ralph, Boston.
 Luce, Hon. Robert, Waltham.
 Lyman, Mrs. Arthur T., Westwood.
 Lyman, Mrs. Ronald T., Boston.
 Lyne, Daniel J., Chestnut Hill.
 MacPhie, Mrs. Elmore I., West Newton.
 Mason, Mrs. Charles E., Boston.
 Mason, Charles E., Jr., Boston.
 Mason, Charles F., Bournedale.
 McElwain, R. Franklin, Holyoke.
 Merrill, Rev. Boynton, West Newton.
 Merriman, Mrs. Roger B., Cambridge.
 Meyer, Mrs. Saltonstall, Hamilton.
 Minot, James J., Jr., Boston.
 Minot, J. Grafton, Santa Barbara, Cal.
 Monks, Rev. G. Gardner, Lenox.
 Monks, Mrs. George H., Boston.
 Montagu, Mrs. H. B., England.
 Morison, Samuel Eliot, Cambridge.
 Motley, Edward, Concord.
 Motley, Mrs. E. Preble, Boston.
 Motley, Warren, Boston.
 Myers, Mrs. John W., Westwood.
 O'Connor, Rev. George P., Dedham.
 Osgood, Rev. Phillips E., Boston.
 Parker, Miss Eleanor S., Boston.
 Parker, William A., Boston.
 Parker, W. Stanley, Boston.
 Parkman, Henry, Jr., Boston.
 Partridge, Fred F., Holyoke.
 Peabody, Rev. Endicott, Groton.
 Peabody, Harold, Boston.
 Peabody, W. Rodman, Boston.
 Perkins, Mrs. Charles B., Jamaica Plain.
 Perkins, Rev. Palfrey, Boston.
 Pickman, Dudley L., Boston.
 Pickman, Mrs. Dudley L., Boston.
 Poulsson, Miss Emilie, Brookline.
 Powers, Mrs. H. H., Newton.
 Pratt, George D., Springfield.
 Prescott, Oliver, New Bedford.
 Proctor, James H., Boston.
 Prouty, Robert M., Hingham.
 Prouty, Mrs. Robert M., Hingham.
 Putnam, F. Delano, Boston.
 Putnam, Mrs. George T., Dedham.
 Rantoul, Neal, Boston.
 Read, Mrs. Robert M., Medford.
 Rice, John C., Boston.
 Richards, Mrs. Henry, Gardiner, Me.
 Richards, Henry H., Groton.
 Richards, John, Concord, N. H.
 Richardson, John, Milton.
 Richardson, Mrs. John, Milton.
 Roberts, Mrs. A. W., Newton Center.
 Robinson, George F., Watertown.
 Rogers, Mrs. Robert E., Cambridge.
 Rogerson, Francis C., Boston.
 Saltonstall, Hon. Leverett, Chestnut Hill.
 Saltonstall, Mrs. Leverett, Chestnut Hill.
 Sargent, Miss Alice, Brookline.
 Shattuck, Henry L., Boston.
 Shaw, Mrs. Carleton A., Groton.
 Sherrill, Rt. Rev. Henry K., Boston.
 Sims, Mrs. William S., Boston.
 Slater, Mrs. H. N., New York.
 Snow, Mrs. William G., Newton Center.
 Stafford, Rev. Russell H., Brookline.
 Sturgis, R. Clipston, Boston.
 Sullivan, Mrs. James A., Boston.
 Swinerton, Miss Lenna D., Watertown.
 Taylor, Mrs. Malcolm, Brookline.
 Thayer, John E., South Lancaster.
 Theopold, Philip H., Dedham.
 Thomas, Mrs. John B., Boston.
 Thorndike, Miss Rosanna D., Boston.
 Tift, Eliphalet T., Springfield.
 Tilden, Miss Alice F., Sharon.
 Tilden, Miss Edith S., Sharon.
 Todd, Francis B., New York.
 Tufts, John F., Watertown.
 Underwood, Herbert S., Winchester.
 Van Norden, Mrs. Grace C., Pittsfield.
 Vaughan, Miss Bertha H., Cambridge.
 Wadsworth, Eliot, Boston.
 Warren, Miss Annie C., Boston.
 Warren, Bayard, Pride's Crossing.
 Warren, Bentley W., Boston.
 Washburn, Mrs. Frederick A., Boston.
 Washburn, Dean Henry B., Cambridge.
 Waters, H. Goodman, Springfield.
 Watson, Mrs. Thomas A., Boston.
 Wendell, William G., New York.
 Wheelock, Miss Lucy, Boston.
 White, Miss Eliza Orne, Brookline.
 Whittall, Matthew P., Worcester.
 Wiggins, Charles, 2d, Dedham.
 Wiggins, Mrs. Charles, 2d, Dedham.
 Wilder, Charles P., Worcester.
 Winsor, Robert, Jr., Boston.
 Wolcott, Roger, Boston.
 Wright, George R., Sharon.
 Wright, Miss Lucy, Cambridge.
 Young, Mrs. Benjamin L., Boston.
 Young, B. Loring, Weston.
 Zeilinski, John, Holyoke.

SYNOPSIS OF THE PROCEEDINGS OF THE ANNUAL MEETING OF THE CORPORATION

WATERTOWN, November 1, 1937.

The Annual Meeting of the Corporation, duly summoned, was held today at the Institution, and was called to order by the President, Mr. Robert H. Hallowell, at 3 P.M.

The Proceedings of the last meeting were read and approved.

The annual reports of the Trustees and the Director were accepted and ordered to be printed, with the addition of other matters of general interest to the work.

The report of the Treasurer was presented, accepted and ordered to be printed, together with the certificate of the Certified Public Accountant. On the recommendation of the Finance Committee, the appointment of John Montgomery, Certified Public Accountant, as auditor of the accounts of the Institution, was confirmed.

Voted, That acts and expenditures, made and authorized by the Board of Trustees, or by any committee appointed by said Board of Trustees, during the last corporate year, be and are hereby ratified and confirmed.

The Corporation then proceeded to the choice of officers for the ensuing year, and the following persons were unanimously elected by ballot: President, Robert H. Hallowell; Vice-President, G. Peabody Gardner, Jr.; Treasurer, Roger Amory; Secretary, Gabriel Farrell; Trustees, Mrs. Richard E. Danielson, Henry H. Faxon, M.D., Paul E. Fitzpatrick, Mrs. Homer Gage, Ralph Lowell, Warren Motley, Leverett Saltonstall and Miss Rosanna D. Thorndike.

The following persons were unanimously elected to membership in the Corporation:

Mr. Clifford Allbright, Weston.

Mr. Constantine A. Belash, Boston.

Mrs. Constantine A. Belash, Boston.

Miss Sarah F. Bremer, Brookline.

Mrs. Edward Cunningham, Boston.

Mrs. Malcolm Donald, Milton.

Miss Edith M. Fox, Arlington.

Mr. J. Willard Hayden, Boston.

Mrs. J. Willard Hayden, Boston.

Mrs. James R. Hooper, Boston.

Mrs. Edward L. Kent, Boston.

Mrs. John Lindsley, Peterboro, N. H.

Mr. Theodore Lyman, Brookline.

Mr. Richmond Mayo-Smith, Dedham.

Miss Amelia Peabody, Boston.

Mrs. Edward P. Sanderson, Waltham.

Mr. Seth Sears, Brewster.

The Secretary made a report on the several anniversaries falling in 1937, of which mention was made at the previous meeting.

Copies of the proceedings of the fiftieth anniversary of the founding of the Lower School and the one hundredth anniversary of the birth of

Mr. Anagnos were presented to those present. Copies of the monograph on geography, marking the one hundredth anniversary of the globe in the lobby, and also the completion of the W. P. A. maps, were also given to members of the Corporation.

The Secretary spoke at some length on the observance of the one hundredth anniversary of the admission of Laura Bridgman to Perkins Institution, stating that this observance was covering the period from October 4, the anniversary date, to December 21, the birthday of Laura Bridgman, and the date on which the semi-centennial exercises were held. He told of the methods used to build up publicity regarding Laura Bridgman and the present work for the deaf-blind, and illustrated his talk with a display of the clippings from various newspapers and magazines which have already been published.

The meeting was then dissolved, after which the Director escorted the members of the Corporation present to the new quarters for the deaf-blind.

GABRIEL FARRELL,
Secretary.

REPORT OF THE TRUSTEES

NOVEMBER 1, 1937.

To the Members of the Corporation.

Your Board of Trustees submits, herewith, its annual report, which includes detailed reports of the Director and Treasurer and brief reports from the heads of the various departments.

The year has been one of satisfactory achievement. The enrollment has averaged 265, about the same as in recent years, and a number well adapted for our facilities. The graduating class last year was notably large and proficient. Seventeen received the school diploma and three received certificates from the Manual Training Department. One of the graduates was of unusual interest, being of Greek parentage, and since graduating she has returned to Greece and is now teaching blind children of that country.

Two projects have been discussed in former reports, namely, a center for the mentally handicapped children who cannot keep up to the standards of the Perkins School, and the Deaf-Blind Department.

Many retarded children have to be returned to their homes, after due trial, without having progressed far in their studies, and the outlook for them is dark indeed. Their mental development may be limited by their blindness or by other causes, but many have sufficient ability to receive and profit from some form of training, and it seems that Perkins may yet do more for them than at present is possible. A careful study is being made as to the best method of approach to this difficult problem, and it is hoped that the right and helpful solution may be found.

The Deaf-Blind Department has passed its experimental stage. It has been conclusively proved that we have the staff and the technique for educating these doubly handicapped children. Our plan has been to admit a deaf-blind pupil, when accompanied by a teacher, for a term of from three to five years. During that period the child acquires the elements of speech, and the teacher is also trained in the difficult technique of deaf-blind education. When the groundwork for further education has been established, both may return to the home community, where the instructor may not only continue with the education of the child who accompanied

her to Perkins, but also teach others of the doubly handicapped who may be unable to have the Perkins opportunity.

We now have fifteen deaf-blind children at the School, but our quarters are cramped and we cannot undertake further expansion with our present personnel, equipment and space. It is now proposed to establish at Perkins a national center for the deaf-blind, and it is hoped and expected that an endowment for it will be secured. To accomplish this, Perkins for the first time is appealing nationally for funds to carry on this particular work. We do not plan an intensive drive, nor do we expect the necessary endowment of \$500,000 will be raised immediately. An excellent pamphlet, "Children of the Silent Night," describing the scope of the proposed national center, was prepared by our staff and twelve thousand copies sent to people likely to be interested. The response has been encouraging.

During the year the following changes were made in the Board of Trustees: G. Peabody Gardner, Jr., resigned as trustee but continues as Vice-President. To fill the vacancy thus created Dr. Henry H. Faxon, a former trustee appointed by the Commonwealth, was elected. Two changes of trustees appointed by the Commonwealth were made, Mrs. John F. Dowd and Mr. Daniel J. Lyne being appointed in place of Mrs. Robert E. Rogers and Mr. John Zeilinski.

DEATH OF MEMBERS OF THE CORPORATION

We regretfully report the death of the following members of the Corporation: William C. Endicott; Mrs. Constantine F. Hutchins; Mrs. Daniel Merriman; William Minot; Grenville H. Norcross; Charles E. Riley; Henry M. Rogers; Otis T. Russell; Mrs. Henry H. Sprague, member of the Ladies' Visiting Committee from 1926 to the time of her death; William B. Stearns; Miss Mary Lee Ware; Mrs. T. Lindall Winthrop.

Respectfully submitted for the Trustees,

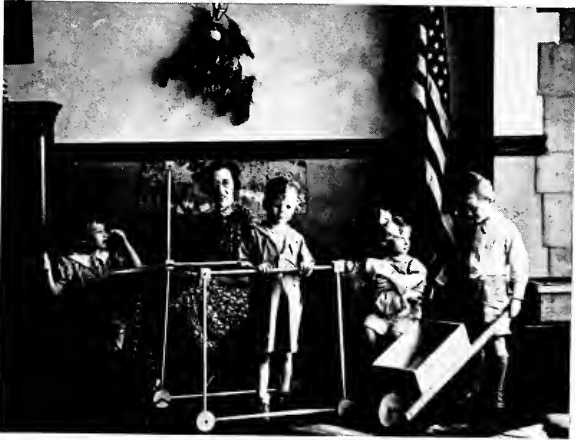
ROBERT H. HALLOWELL,
President.

THROUGH THE GRADES

The illustrations in the report this year give glimpses of typical groups and activities in all grades from kindergarten through the twelfth grade.

For these pictures and also for the frontispiece we are indebted to Mr. Sayed A. Fattah, a member of the Harvard Class from Egypt.

Kindergarten



Grade
One





THE REPORT OF THE DIRECTOR

NOVEMBER 1, 1937.

To the Trustees.

The report for this year is presented in three sections.

The first relates the events of the year which are chronicled annually, partly because of their current interest and partly for the purpose of historical record. Future historians of work with the blind will have to turn to such documents as annual reports for their source material, and it seems only fair to have them in mind as well as our present readers. This may seem a strange point to press, but the fact that it arises is probably due to the nature of the proposed second part of this annual report.

The second part is an historical address, made at the exercises marking the one hundredth anniversary of the founding of the Ohio State School for the Blind, held at Columbus June 4 and 5, 1937. This address represents an intensive study of Perkins leadership in the past, and a statement of problems confronting educators of the blind at the present time. As the earliest founded school in our field Perkins has had to pioneer, and the world has come to expect leadership emanating from here. In this area we must not fail, and it seems appropriate, therefore, that readers of our reports, both those of the present and of the future, should find a record of leadership given in the past as well as knowledge of how we are wrestling with problems that determine the future. Perkins must never become so absorbed in itself that it becomes parochial.

In the third section it is proposed to tell how we are grappling with problems presented in the second section.

I

THE YEAR IN REVIEW

From their farspread and widely varying summer interests the members of the staff returned to Perkins on Monday, September 14. On that evening the opening annual staff meeting was held. At this meeting the Director told of his travels in the British Isles, where he visited forty-two centers of work for the blind in eighteen different cities. This included elementary schools, training schools,

shops, and special groups. Conferences were held with leaders of the various organizations of the blind in England, Scotland, and Ireland. From his observations in these countries he was able to point out to the staff many comparisons with our work and some points whereby we might profit.

The school opened the following day with 262 pupils coming from the following states and countries: Massachusetts, 170; Rhode Island, 31; Maine, 28; New Hampshire, 16; Vermont, 11; New Jersey, 2; Pennsylvania, 1; Missouri, 1; South Dakota, 1; Greece, 1. This number increased to 281, with an average pupilage for the year of 268. Forty-three new pupils were admitted during the school year, while 38 were discharged during the same period.

New Staff Members

At the opening of the school year, several new persons joined the staff. Teachers in the Lower School were: Miss Marguerite L. Manley, a graduate of the Wheelock School and formerly of the Boston Nursery for Blind Babies; Miss Josephine L. Taylor, graduate of the New Jersey College for Women. Mrs. Jane G. Hancock became matron of Anagnos Cottage; and Mrs. Dorothy Snell Murphy took up the duties of nutritionist in the Lower School. In the Upper School new teachers were: Mr. Armand Michaud, a graduate of Perkins and of Boston University; Mr. Edward J. Waterhouse, graduate of the University of Cambridge, England, and a former teacher; Miss Miriam A. Phipps, graduate of Massachusetts School of Art; and Miss Marion Damren, graduate of the Boston School of Occupational Therapy. Other new members of the staff were Mrs. Sina V. Waterhouse, who returned to her work in the Department of Speech Correction after an absence of two years; Mr. Albert R. Raymond, graduate of Boston University and the New England Conservatory of Music, as a part-time teacher of voice in the Upper School; Miss F. Ethel Elliott, matron of May Cottage; and Miss Catherine M. Campbell, Ediphonist in the administration office. In the middle of the year Miss Marjorie Beal, a graduate of Linfield College and formerly on the staff of the Idaho School for the Blind, undertook work as a teacher in the Lower School; and Miss Frances M. Roots, a graduate of Ithaca College with a Master's degree from New York University, took up the duties of recreational leader in the Lower School, replacing, respectively, Miss Jean M. Parks and Miss Martha P. Adams, who resigned. Miss Genevieve M. Haven, for many years teacher in the Girls' Upper School, succeeded Miss Jessica L. Langworthy as tutorial assistant in the Harvard Course.

Early in the school year the pupils began to take advantage of the good weather for outdoor recreation. The girls' playgrounds were filled with groups from the various cottages, preparing for their annual field day, which was held on November 5, with May Cottage proving to be the winner. On the boys' field the cottage football teams contested eagerly for the championship of the year, which fell this year to Eliot Cottage, and, according to custom, at the close of the season all the teams were the guests of the winners for a banquet. On the playgrounds of the Lower School there was similar activity, although not so highly organized on the competitive basis. The new playground equipment installed in the summer added much to the opportunity for the children to benefit by outdoor play.

Despite all this opportunity for exercise, sunshine, and fresh air, and also despite the fact that underweight children were fed additional quantities of milk and cream and haliver oil tablets, we had our quota of sickness throughout the year, although, in comparison with similar groups, we feel that our record is still a good one. The Lower School children succumbed to an epidemic of mumps which closed Bradlee Cottage for a few weeks. On such occasions we see the advantage of the cottage system, because we can easily isolate the group of children involved, while the rest of the school goes on its way. A small number of cases of measles also manifested themselves, and, more unusual, we had in the school this year two cases of arthritis. The most serious health menace was the number of cases of athlete's foot, which made their appearance in both the boys' and the girls' schools. Active measures were taken to overcome this and it is now under control, although it is a constant menace, requiring vigilant care.

The Christmas Concert

The weeks before Christmas were spent in preparing for the Christmas Concert, which was held Sunday afternoon, December 20, in Jordan Hall, repeated at the school on the following day for the benefit of the Watertown Woman's Club, and on Tuesday evening, December 22, primarily for the benefit of friends and parents of the pupils. All three concerts were greatly enjoyed and represent our contribution of Christmas joy to the many people who attend these annual affairs.

The soloist this year was Hervey Rainville, a graduate of Perkins and of the New England Conservatory of Music. Mr. Rainville is a talented pianist, who is finding recognition of his ability. Early in December he was the guest soloist at the annual concert

of the Apollo Club in Boston, and during the winter he made two or three other public appearances.

The vacation, which began December 22, closed with the return of pupils to the school on Monday, January 4. The winter term, from Christmas until the Easter recess, is usually a quiet, but intense, period of study interspersed with events of varying interest. A new event for this year was the opportunity that the chorus enjoyed of singing in Symphony Hall at a lecture given by Father Hubbard, the Glacier Priest, under the auspices of the Catholic Guild for the Blind. Almost the entire school attended the concert as guests of the Guild.

A number of other events of the winter season have become routine and almost traditional. On the Wednesdays in Lent we had the privilege of hearing, at the chapel exercises, all of the clergy of Watertown, in turn. On Sunday evenings the various cottages came in rotation to the Director's house. Instead of having different outside speakers this year, Dr. and Mrs. Farrell told of their experiences in England during the summer. On Wednesday afternoons during the winter term Mrs. Farrell served tea for members of the staff.

The Boys' Play

The really big event of the winter season was the annual boys' play, which was given this year on Friday evening, March 19, and Saturday afternoon, March 20. The boys, under the able leadership of Miss Potter, presented "The Fool," by Channing Pollock. The play was a success, both from the point of view of presentation, and also of financial returns. In order to help in the effectiveness of staging, new lighting was installed and the lamps which were used were paid for out of the proceeds of the play. The primary purpose of the play is to provide funds for the Howe Memorial Club, which operates a loan account for the benefit of graduates, and for the Perkins Athletic Association. The tickets for this play are sold by boys from house to house. It might be wise to note that this is the only time that persons connected with Perkins Institution go from house to house selling tickets.

After the Easter vacation the spring term was filled with outdoor activities. The chief of these were the athletic meets held by the boys. This year three meets were held. The first was between the various cottage groups. It was held on May 21, and resulted in victory for Tompkins Cottage. A notable aspect of this event was the fact that fifty boys participated in the meet. The second meet was held May 29, at Hartford, where our boys met the Hart-

ford team and the team from Philadelphia. The third meet was at New York, where our boys contested with the pupils of that school. In both of these meets the Perkins team won.

Lower School Anniversary

The outstanding event of the spring season was the observance of the fiftieth anniversary of the founding of the Lower School and the one hundredth anniversary of the birth of Michael Anagnos, its founder. This was held on Thursday, May 20, with appropriate exercises at the Lower School. Luncheon for the Trustees, the Ladies' Visiting Committee, and invited guests was served, with a distinguished company of people present. After the luncheon anniversary exercises were held in Dwight Hall, instead of in the Anagnos Court, as planned, because of the inclement weather. This shift in scene did not in any way detract from the beauty and effectiveness of the exercises, as rendered by the boys and girls of the Lower School.

An interesting feature of the exercises was a talk by Kyriaki Nicolaidou, a young woman from Greece, who had been a student at Perkins for five years and who returned during the summer to take up work for the blind in the country of her birth and that of Mr. Anagnos. A record of the proceedings of the exercises has been printed and is available for any who are interested.

The school year closed with graduation exercises on Friday, June 18, when seventeen boys and girls were granted diplomas. These pupils represent the first to have completed the requirements for graduation under the new plan of the five departments in the Senior High School. To meet these changed conditions a new diploma, smaller in size than the old one, was prepared. At the graduation exercises the address was made by the Hon. Leverett Saltonstall, a trustee of the institution. At exercises held on the morning of the same day, certificates were awarded to five boys and girls who finished the work in the Lower School and entered the Upper School in September.

At the close of the school year plans were made for extensive betterments during the summer. After careful consideration it was decided to give up the living quarters for the maintenance staff at the Power House. These rooms were prepared for the use of the Piano Tuning Department and make admirable quarters for this branch of our work. The rooms vacated by the Tuning Department, in the main corridor of Howe Building, were, during the summer, completely renovated and equipped for the use of the Deaf-Blind Department. These rooms lend themselves

to the special work of this department, providing one very large room, which has been laid with a special floor for vibration, and eight small rooms, which provide individual instruction space for a number of the pupils. This does away with the old congestion of the former quarters. While we still hope to acquire funds to build a special building for this work, these rooms will provide adequate space for the time being. The necessity of larger quarters, however, is apparent when it is realized that with the opening of school in September, 1937, there will be fifteen deaf-blind pupils in residence, the largest number ever assembled for instruction.

Alumni Semi-centennial Exercises

Following the usual custom, the Perkins Alumni Association held its annual meeting the day after graduation. The meeting this year was of unusual importance because it marked the semi-centennial of the founding of the Alumni Association. This milestone was observed by a special dinner with a very large number of former students present. The semi-centennial gift was a beautifully engrossed bound volume, recording the names of distinguished former students who became members of the staff of Perkins Institution. This book was deposited at the school and new names will be added to it from time to time by vote of the Alumni Association.

It is necessary to record the death of five persons associated with the school in various capacities. For the first time in some years one of the pupils passed away. Geraldine Hoyle, fifteen years old, who had been a pupil for six months, died suddenly from an infection at her home on March 5. Miss Alice L. Stewart, a graduate of Perkins in the year 1918, and for three years the Librarian at the Lower School, passed away on February 21. Miss Nettie B. Vose, whose life ended on November 15, 1936, had been a matron at the Kindergarten since its opening in May, 1887, until her retirement in 1933. Mrs. Louis Rosenbaum, who died on June 27, was the founder of the Boston Committee for the Blind and always a devoted friend to Perkins. On August 6, John Gallagher, a former gardener and engineer at the Kindergarten, passed away.

II

REFLECTIONS AT A MILESTONE

An Address at the One Hundredth Anniversary of the Founding of the Ohio School for the Blind, June 5, 1937

Greetings from Perkins Institution seem truly appropriate on this notable occasion. One hundred years ago our first Director came to Ohio to lend his aid to the establishment of your school. I am not quite sure what the relationship is between the two schools. We can hardly say that you are a daughter, even though Samuel Gridley Howe may be looked upon as a sort of father to both of us, because even institutions seldom have offspring when five years old, which was our age when you were born. Perhaps you are a stepdaughter whose older brother was a son of ours, because your first teacher was our first graduate. But whatever doubt may exist in regard to this relationship there is no question that for the entire century there has been an unbroken friendship between the two schools, and in that spirit Perkins sends its greetings to Ohio today.

As the Director of Perkins Institution and Massachusetts School for the Blind, I come to you today for the same purpose that brought my predecessor to Ohio one hundred years ago — and that is to lend our efforts to furthering the cause of the blind and to promoting measures to help those who are without sight. If I do not move you to tears, as Dr. Howe is reputed to have done, it is not due so much to my lack of oratorical ability as to the fact that this is no day for tears but rather for rejoicing.

Dr. Howe was called upon to use his persuasive skill to plead with your legislators for the funds and the authority to initiate work for the blind in this state. And it is recorded "that so effective was his plea that provision for the education of the blind was made before the representatives of the people had time to wipe the tears from their eyes." Whether the great distinction of being the first to establish a state school for the blind should be credited to the persuasiveness of the first Director of Perkins Institution or to the soft-heartedness of the Ohio legislators I shall have to leave to you to decide.

Dr. Howe's interest in the blind was broad in scope and his desire to serve led him into far places. We are told that he appeared before the legislatures of seventeen states. Recently reading of these travels, which began with Ohio, I was appalled at the possibility that if other states are as appreciative and as hospitable

as you I may have to spend considerable time in the next few years attending centennial exercises.

Perhaps the very fact that I am appalled is in itself a commentary on the changing attitude of this generation over that of a century ago. Dr. Howe's letters tell of his journeys down the Ohio River, of difficulties encountered in making connections and securing transportation. He planned to take fifteen days to come to Ohio. I wonder what he would think of the short time in which I made the journey from Boston to Columbus. How much more rapid it might have been were I air-minded!

A Year of Anniversaries

This school year has been notable for the many anniversaries which have fallen within it. The year opened with the notable tercentenary celebration of Harvard, where pure scholarship was emphasized through the assemblage of the world's leading scholars.

Last month attention was focused on the higher education of women by the centennial celebration at Mount Holyoke College, where the poet of the occasion pictured Mary Lyon, the founder, coming down a hill

With a book in her hand,
Thinking of women
In her land
That they could look
Through a telescope
As well as through
An embroidery hoop;
Could grasp as well
What a theorem means
As a recipe
For a pot of beans.
Gossip and parlor
Pieties
Ladies' French
And melodeon keys —
History — why not? — in exchange for these
And to sit at the feet of Socrates.

At Perkins we have been observing the semi-centennial of the founding of our kindergarten — the first for blind children in the world — while kindergartners the world over have been celebrating the founding of the first child's garden by Friedrich Froebel in Germany one hundred years ago. The wide gap between these dates is not so significant as it might seem, because it was not

Grade
Two

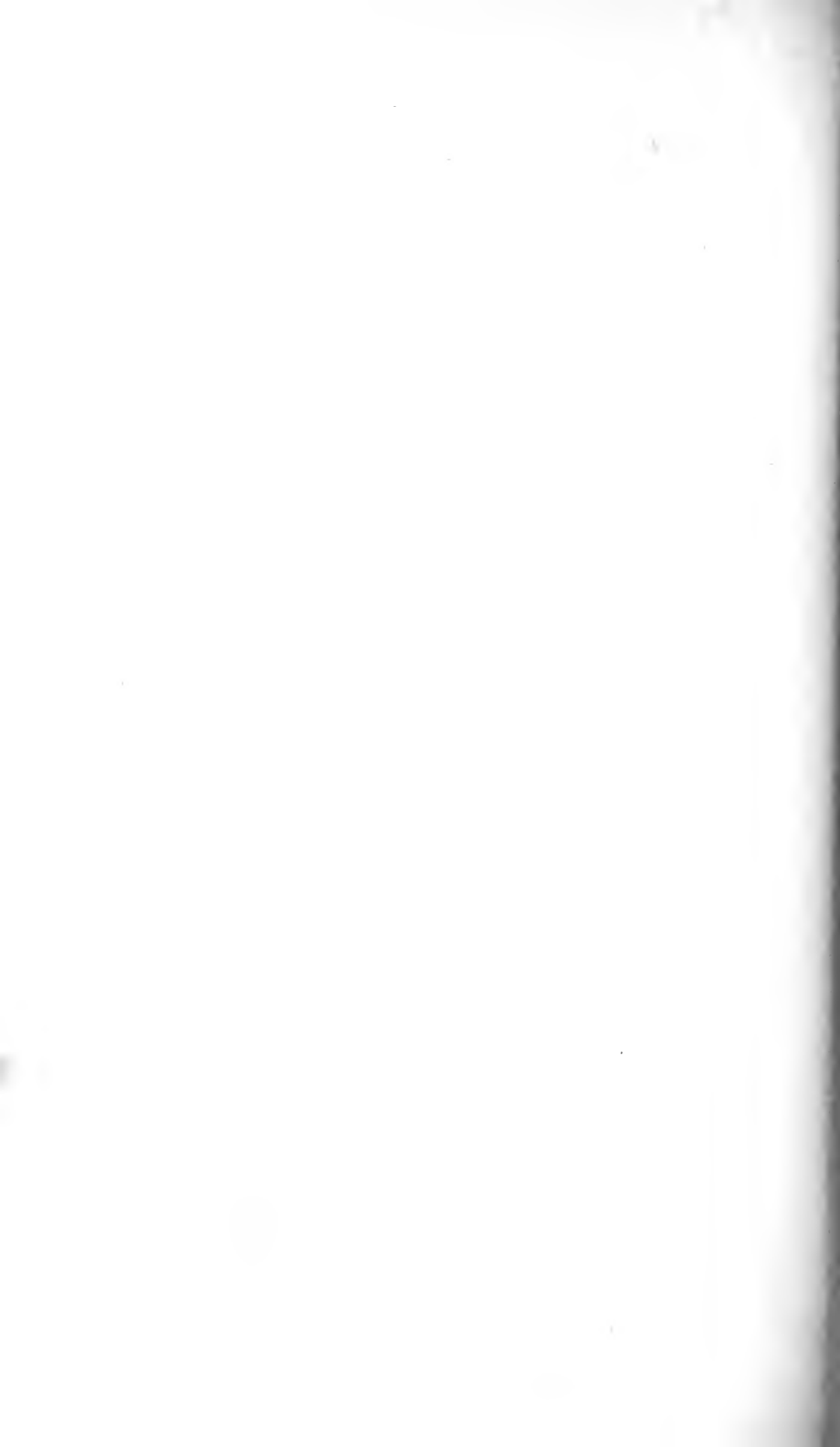


Grade
Three



Grade
Four





until 1856 that the first kindergarten blossomed in Wisconsin. While one opened in Boston in 1860, it was not until 1889 that kindergartens became a part of the school system of what has been called the Athens of America. The establishment of our kindergarten in 1887 shows that leaders of the blind in that day were alert to new movements and ready to venture into new fields.

Horace Mann

May I trespass upon your time to speak of one other centennial — the anniversary of Horace Mann's acceptance of the office of secretary of the Massachusetts Board of Education. That may seem to be an event local to my state, but I assure you that educators throughout America are at this time recognizing its national significance. And Ohio is interested in Horace Mann because the later years of his life were spent in this state.

He had the unique distinction of achieving success in three fields of endeavor. In Massachusetts he revolutionized the public school system, and so violent was the transformation that repercussions were felt throughout the land. He made America conscious of its obligation to provide for every child an adequate public education. Working in Massachusetts, Horace Mann became the father of the common school system of America.

His second field of endeavor was in legislation, first in Massachusetts and later in Congress, where he succeeded John Quincy Adams, the former President of the United States. On this phase of his career I shall not dwell, because I want especially to speak of his great contribution to the cause of higher education which he made through the presidency of Antioch College at Yellow Springs, Ohio.

The college was handicapped from the outset and later went through bankruptcy and reorganization, but Horace Mann made an impress on collegiate education which is still manifesting itself in this present day. Whatever may have been the difficulties that beset him in this portion of his career, we can well take to heart the challenge of his parting words to the graduating class of 1859 which are imperishably carved on a monument at Yellow Springs: "Be ashamed to die until you have won some victory for humanity."

You in Ohio may well be proud of this Massachusetts son who died in the service of the youth of your state and of the victories which he won for humanity. He came from the more settled East to the warmth and the youth of the West because he felt it to be in a formative state and he wanted a part in the molding. At the dedication of Antioch College he said, "A youthful community or

state is like a child. Its bones are in the gristle, and can be shaped into symmetry of form and nobleness of stature. Its heart overflows with generosity and hope, and its habits of thought have not yet been hardened into insoluble dogmatism. This youthful western world is a gigantic youth, and therefore its education must be such as befits a giant. It is born to such power as no heir to an earthly throne ever inherited, and it must be trained to make that power a blessing and not a curse to mankind. . . .

“Wherever the capital of the United States may be, this valley will be the seat of empire. No other valley — the Danube, the Ganges, the Nile or the Amazon — is ever to exert so formative an influence as this upon the destinies of men; and therefore in civil polity, in ethics, in studying and obeying the laws of God, it must ascend to the contemplation of a future and enduring reign of beneficence and peace.”

Of Horace Mann it has been written: “In every community, the finest and strongest men were his friends. He was himself a beneficent force and quickly found himself with a group of men who were bringing things to pass . . . Ah! what a host of friends were gathered about him! Nearest, dearest and truest was that great-hearted, magnetic, excitable genius, Dr. Samuel Gridley Howe, who loved him with all the rich intensity of his strong and impetuous nature.”

Horace Mann's Associate — Dr. Howe

I have dwelt long on Horace Mann, but that last sentence is my explanation and my reason. I would have your minds turn again to see in the light of his associates the man whom in some measure we honor by this occasion. In the assembly of the great of that day, Samuel Gridley Howe marched in the forefront, whether directing the destinies of the foremost institution of its kind in the world, liberating the imprisoned mind of the blind-deaf-mute Laura Bridgman, pleading with the legislatures of the mid-western states, leading the Greeks in their fight for freedom, or whether associated with Horace Mann in educational reform or with Charles Sumner in the affairs of state. This man, who was often described as “the servant of humanity,” felt impelled to take the time to come to your state to give impetus to the movement which one hundred years later you feel deserving of honoring by this observance.

I do not, of course, wish to imply that all the credit is due to Dr. Howe. He was but the abetter of interested people here in Ohio. You do well to honor Dr. William M. Awl, who as early as

1835 was advocating a school for the blind; the Rev. James Hoge; and Col. N. H. Swayne, who with Dr. Awl made up the committee which invited Dr. Howe to make his memorable visit to Ohio. You may be interested to know that before he came to Ohio Dr. Howe had received from the committee a long and detailed questionnaire — a type of inquisition which we look upon as strictly modern.

Dr. Howe and his three pupils arrived in Columbus on Christmas eve, 1836, and remained there while he pleaded the cause of blind youth and the pupils demonstrated the benefits which they had received from their education at Perkins. On the fourth of July, 1837, the Ohio school made a small beginning. Would it seem like blowing our own trumpet if I point out that the trustees chose for their first teacher Mr. A. W. Penniman, the first graduate of Dr. Howe's school; that most of the books, maps and other appliances came from our school; and that there exists in our records a long and interesting letter addressed by Dr. Howe to Dr. Awl in which is sketched a complete plan of buildings adapted to the wants of the blind?

It was under the leadership of such men, and in a country which Horace Mann likened to "a gigantic youth," that your school was founded one hundred years ago. And as Dr. Mann said, "its education must be such as befits giants." You built your school on a large scale, and Dr. Awl had reason to be proud when in writing to Dr. Howe he underlined the words, "The first school for the blind west of the mountains!" and said that he must check his imagination as he contemplated its future. How he would rejoice to see this school today!

We who are here can see it, however, and so closely interwoven has the country become that there is no longer any distinction between east and "west of the mountains." We can scan with a glance the whole field of the education of the blind. In this celebration we have come to a milestone beside which we may well stand in deep reflection.

Century of Achievements

It is not necessary for me to dwell upon your century of achievements. In your pageant last night the years were vividly unrolled before us. But as I look back over the whole field of our interest there stand clearly revealed two seemingly conflicting processes, — one of increase, the other of decrease. Through the latter half of the century one set of figures has been going up while another has

been going down, and, personally, I feel that the time has come for a comparative reckoning.

To grasp the significance of the increase to which I refer it is necessary only to compare the beginning of this school, when there were but five pupils, one teacher and meager equipment, with your present school, its large enrollment, its splendid facilities and proven leadership. Recall also that your state alone had at that time made provision for the public education of its blind youth, while today there are over fifty schools, and every state places the care of the sightless high in budgetary requirements.

Even the Federal Government has shown increasing largess in providing for the blind. As I read the correspondence that passed between Dr. Howe and Dr. Awl regarding the securing of books for the blind I wondered what they would think if they knew that before the present Congress adjourns measures providing \$400,000 from Federal funds will be available annually for reading matter for the blind. And this is but a drop in the bucket of moneys spent by the states and philanthropic people.

Over against this tremendous increase place the decrease in blindness which this country is realizing and must continue to realize. This is to be attributed to measures of prevention, and also to improved general health and higher standards of living. This latter aspect, however, has been not only the means of decreasing blindness, but also of increasing the number of blind persons. This is due to the fact that in the last hundred years the average life of an individual in this country has been extended twenty years. As the percentage of blindness is greater in old age, it is therefore only natural that with longer life there should be more blind people. On the other hand, better health and effective measures of prevention which have been largely directed toward loss of sight in infancy and childhood have made such decisive gains that in 1930 there were only one half as many blind children as in 1860.

Dr. Harry Best sums up the situation when he writes: "In the past half century, while the population in general has increased two and a half times, the blind population has increased hardly more than 50 per cent, while its ratio to the population in general has decreased by over two thirds." The battle of prevention, however, has only begun, and a united frontal attack must be one of the major objectives of the next century.

It is not necessary to repeat the great epic of the almost entire elimination of blindness from babies' sore eyes. Thirty years ago nearly a third of the children in schools for the blind had lost their sight through this infection. Now in many schools for the blind

you can count such cases on the fingers of one hand, and in all the schools they constitute about 7 per cent of the pupils. If those interested in the blind will lend their support to the campaign now waging to eliminate the loss of sight and of other faculties through the ravages of syphilis, we can wipe from the slate another 15 per cent of the loss of sight, and write another epic for our children to recite at a later celebration.

If those who are blind from causes which are transmittible from one generation to another would assume full responsibility for this cause of blindness, and would resolve that it should not be passed on to another generation, we could cross off another 24 per cent. Indeed, those with sight and those without must take cognizance of the fact set forth by Dr. Best, that "well over two thirds, perhaps about three fourths, of blindness might have been avoided by means known to us."

That statement is an indictment of this generation and can no longer be ignored. Nor should society long consider that the effects of this neglect can be compensated for by constantly increasing grants of money for the blind. It is safe to say that at the present time blindness is costing America \$50,000,000 a year.

The time will come — nay, has come — when we must face squarely the facts of increasing costs and decreasing blindness. By this I do not mean that we must curtail appropriations either from governmental or from philanthropic sources, but rather must we change the emphasis from amelioration to prevention. Some one has said that the first right of a blind person is not to be blind. Progress in the field of the blind from now on will be measured not by increased appropriations and facilities, but by decreased blindness.

New Fields to Conquer

This may all seem far removed from a celebration marking one hundred years of growth and progress in a school for the blind. But as we stand at the century milestone and observe these trends in the past we must be guided by them in looking to the future.

Not since the days of Penniman and Howe have educators of the blind been confronted with so much searching of heart as they are today. As we face a new century there is grave danger of feeling that with decreasing blindness and a smaller number of blind children our work is on the decline, and there are no new fields to conquer. We are also perturbed over the increasing difficulty of our graduates finding opportunity to use their talents and their training. Statesmen today are laying the blame for many of our current problems, social and economic, on the fact that America

has no longer a frontier which can absorb surplus labor and offer new fields of endeavor. There is a tendency on the part of some workers for the blind to seek this refuge as the explanation of our problems. This is a defeatist attitude that must be dispelled if the next century is to be one of progress.

We have a frontier that is crying for attack. There are new fields to conquer! Every progressive worker for the blind is aware of them — is, indeed, wrestling with them. I can mention briefly but three areas where new and larger work must be done.

Too Much Vision

The first involves the number of children who have too much vision to be finger-readers. In most schools for the blind the maximum vision for finger-reading is 10 per cent, but this is at best an arbitrary figure. To many the solution is more sight-saving classes, in the establishment of which Ohio and Massachusetts jointly share the glory. But there is a fringe made up of the lower-visioned children in these groups and a fringe of the higher-visioned pupils in our schools which ought to be woven together in order to give these children the best medium and methods of learning.

One of the things that surprises first visitors to our school is the fact that some of the children can see. Probably in all schools for the blind there are more children who have some vision than who have none at all. The totally blind at Perkins constitute less than half of the pupils.

I sometimes wonder if the next progressive step will not be a change of name and of emphasis in all of our schools. Let us recognize the established fact that today we are not so much schools for the blind as we are schools for children with impaired vision. From the point of view of popular interest and sympathetic support, this might mean a loss, but for the pupils I am convinced that it would be a psychological gain. Accepting this change of emphasis we should then utilize our present facilities to include all whose impaired vision prevents successful work in the regular schools, and who, because of home conditions, require the opportunities afforded by residential schools.

Too Little Ability

The second great area awaiting attack is among children who are blind and also so mentally retarded that they are not able to cope successfully with courses of study designed for children of normal mental ability. During the past century we have struggled

to raise the educational standards of our schools to compare with seeing schools. Now we find an apparently increasing number of children without sight who need special education adapted to their individual limited abilities. Today little is being done for them, and one of the challenges of the coming century is to give children of this type a chance.

Here, again, we are confronted with two fringes which must be woven together,—the group with not enough mental ability to absorb our standard schooling, and those too promising to be committed to schools for the feeble-minded. Society will soon challenge the right of our schools to drop these pupils with no more explanation than “ceased to progress.” We must find a way to bestir these retarded minds and to give them such rudiments of learning as will enable them to live peaceably in that state of life to which their limited ability has assigned them.

Doubly Handicapped

The third great frontier is at once the most complicated and the most challenging. It concerns children not only blind but also deaf. While this is fortunately a small group, it has been described as “the most handicapped and the most neglected.” Children of the Silent Night we call them at Perkins, where we have under instruction seven pupils without sight and hearing. Among these are six-year-old twins, boy and girl, from this state.

For nearly one hundred years Perkins Institution has been wrestling with this problem, and next October we plan another centennial, for in 1837 there came to Perkins Laura Bridgman, the first deaf-blind mute ever to be released from the dark silence. Her education was one of Dr. Howe’s crowning achievements. Since that time new methods have been devised, until now we are able to open up the normal avenues of communication so that regular school work can be pursued.

I wish that you could talk with our deaf-blind children. I think that you would agree with the statement that this is the most interesting piece of work going on in the educational world today. This, however, is but one spot in a large area of need, and the next century must see a reaching out that will include provision for every deaf-blind child in this country.

Security vs. Opportunity

There is one problem, however, confronting us today, which is akin to those created by the passing of the national frontier. It concerns the decreasing opportunity for our blind people to use

the training which the past century has provided. In a depression it is but natural that the handicapped should be the first to be set aside, and in recovery that they should be the last to be taken on. This simple economic fact is complicated, however, by the change in social thinking that is taking place in American life.

The trend of the times is toward more and more social security. And in this onward movement the blind have been able to secure a reserved front seat. While the new Social Security Act makes generous grants for crippled children, the blind are the only adult, handicapped group for whom special provision is made. While many leaders in our field look upon this as a decided victory, I am gravely afraid that "in the long last" it will make victims of its beneficiaries.

When our schools were started one hundred years ago it was with the conviction that through education we could equip those without sight to take a contributory place in life. Our whole program has been built around this principle which transformed the status of the blind from that of recipients of charity to that of self-respecting citizens. From the outset Dr. Howe fought for this principle. It marked the difference between our schools and those in Europe.

As time went on, however, there seemed to be need for a helping hand to some without sight, and Ohio was the first state to recognize this, for in 1898 it passed legislation providing aid for the blind. The example thus set by your state has been followed by twenty-six others, and such financial provisions have been helpful when administered in the spirit of assistance and not as categorical relief.

The passage of the Social Security Act, which supplements what states are paying to assist the blind, however, puts the whole matter on a different basis, since it provides assistance in the form of "money payments to permanently blind individuals." When these money payments are granted in such a way that what a blind man earns is subtracted from what he receives, the result is that in the end the loafer's reward is the same as that of the worker, and our contributory principle receives a body blow. It may, as I have stated elsewhere, "assure the sightless of security, but it is at the price of their self-respect." The old adage of "from shirt sleeves to shirt sleeves in three generations" may come to mean in our field "from charity to charity in two centuries."

"This problem concerns educators of the blind," I have written in a well-known magazine published by one of our graduates, "because if this new attitude is to prevail, we may have to change

Grade
Five



Grade
Six



Special
Class





our goal of equipping for contributory service to one which provides the mere rudiments of learning, emphasizing avocations to while away leisure hours, days and lives. For such preparation we are not justified in continuing our present schools with their special methods and appliances and programs of study which bear comparison with the best school systems.

“But over and above equipment and costs is the undermining of ambition and the frustration of the desire of blind people to make places for themselves in the seeing world. Those of us who are charged with the responsibility of maintaining the educational principle of contribution, and of building up a right attitude on the part of the seeing world toward the blind, will not lightly suffer this change which would bring the plight of the blind back to where it was a century ago.”

Obstacles Overcome

I have stressed this problem at some length because of my conviction that upon its solution rests the trend of the century that lies before us. If present and future legislation segregates the blind as a class which must be taken out of the economic world through pensions for all, then the century to come will lack such histories of obstacles overcome, of courage in a darkened world, and of success-crowned careers as are the glory of the century we are now celebrating.

There are some today who talk of colonies where the blind may live in comfort and protection. Adopting the words of Isaac Watts' hymn, the blind may well cry —

Must I be carried to the skies
On flowery beds of ease,
While others fought to win the prize,
And sailed through bloody seas?

But I believe that I speak for the blind when I say that they do not want flowery beds of ease. They want opportunity to work, to use their talents to the utmost, to live as other people live, and to find their place in life according to their efforts, and all who are truly interested in the blind must fight for that right. More typical of the blind is this other verse of Watts' hymn:

Sure I must fight if I would reign;
Increase my courage, Lord;
I'll bear the cross, endure the pain,
Supported by Thy word.

As the first schools east and "west of the mountains," we must join forces with those which have followed us to keep for the blind the right to use the training which we have given them through a hundred years. Perhaps our age needs the giants of a former day, — men like Dr. Awl, Dr. Howe and Dr. Mann. Perhaps we need to take to ourselves the challenge of Horace Mann, "Be ashamed to die until you have won some victory for humanity." Certainly, as we grapple with the problems which confront us, we need to keep in our minds the great motto of Samuel Gridley Howe, "Obstacles are things to be overcome."

III

PROBLEMS CONFRONTING EDUCATORS OF THE BLIND

The four problems which have been stressed in the foregoing paper have been emphasized largely because they are questions with which we are wrestling at Perkins. In preparing to comment upon them I took occasion to read a great deal about our special field to see whether or not the ideas of others coincided with ours in regard to present problems. In a thoughtful paper prepared by Mr. Donald G. Morgan, a student in this field of special education, I found our four problems included in his presentation of difficulties confronting educators of the blind today. Under the heading "Wide Variance in Types of Pupils Found in a School for the Blind," this writer describes the three groups that we have mentioned: the partial-visioned, the doubly handicapped (deaf-blind) and the mentally retarded. Our fourth problem this writer includes under the heading "Economic Adjustment," raising there the question as to whether schools for the blind should continue to prepare their pupils for economic independence or merely train them to use their leisure as beneficiaries of a paternalistic government. I cite these facts to show that there is a unanimity of opinion among educators of the blind regarding the problems of the present day.

In previous reports we have considered some of these problems. Last year we had a good deal to say regarding the trend toward pensions for the blind and the unfortunate consequences that this trend may have, both upon the attitude toward and the aspirations of those without sight. It seems to us that the only part we can now play in this particular situation is to stress its danger and to hold before our pupils the economic desirability and the social necessity of maintaining our great principle of preparation for a contributory place in life through adequate education.

The problem of the deaf-blind is one on which we can report progress. We feel confident that our new methods of instruction enable us to render immeasurable help to doubly handicapped children, and we can prove their success by the children who have profited by them. Boys and girls who have come to us blind, deaf, and mute are now able to speak and to understand the speech of others. The new quarters opened in September will help this work, and the securing of more trained teachers will facilitate progress.

A Study of Records

As a first step in wrestling with the other problems in this group we thought it advisable to know the exact situation here at Perkins. To secure this information Miss Cairns made a careful study of the records of each pupil in the school. On large sheets of graph paper were charted the three factors which by means of standard tests and appliances we can readily measure: the intelligence quotient, the amount of vision, and the loss of hearing. A quick glance at this graphic record tells immediately whether the pupil reaches beyond, or falls below, what is considered the norm in these three areas.

Although we were interested, primarily, in the problems presented by children with too much vision and those with limited mental ability, it seemed advisable to record at the same time the loss of hearing, because we have learned in modern education that this element is a factor in the rate of academic advance, and, in our particular case, it has a distinct bearing upon the usefulness of limited vision.

A careful study of these records reveals a number of important facts. For example, in some cases, where pupils have a high intelligence quotient and are not making progress in school, we found that there was a high loss of hearing, which, before our audiometer tests of a year ago, was not apparent. We charted also the intelligence quotient with the amount of vision to see if there is any relationship between these two factors. This chart shows clearly that there is not enough evidence for us to be able to say, as some would like to prove, that those with the maximum vision have the highest intelligence or, conversely, that the totally blind are more brilliant than those with partial sight.

A study of individual cases shows that we have a number of pupils with maximum vision in the lower ranges of intelligence. This is due to the fact that often pupils in sight-saving classes who, because of limited mental ability, are unable to keep up are sent to us, with the hope that through our special methods better

results may be obtained. On the other hand, to offset that tendency we have, in this same group of maximum vision pupils, a number with better than average intelligence. These are pupils who had their primary instruction in sight-saving classes, and because of superior mental ability wanted to continue into the high school. As sight-saving classes do not go beyond the ninth grade, they therefore have to come to us for instruction in the upper grades. Consideration of all factors leads us to conclude, in so far as one can justly do so from the small number of cases involved in one school, that there is no definite relationship between the amount of intelligence and the amount of vision.

Three Main Groups

In order to record the group results of these individual studies, three special graphs were prepared. They are reproduced to illustrate and supplement our statements regarding these problems.* The first graph represents the amount of vision possessed by all pupils in the school this year, graded according to the classifications adopted by the Committee on Statistics of the Blind. Each square represents a pupil. For the purposes of this study it must be pointed out that 20/200 represents our maximum vision. This graph shows that we have fourteen pupils with that amount of vision, and beyond that figure we have nine more pupils. These two groups, therefore, represent the pupils involved in the problem which has been previously stated: *i.e.*, the number of pupils in a school of this type who have so much vision that there is some question as to whether or not they should be in a finger-reading school, or should have facilities to use the sight they possess for ink-print instruction of one type or another. Whether or not this supplementary ink-print instruction should be provided in schools for the blind is still an open question. To enable us to have the facts by which to arrive at the right answer this study has been made.

When these reports were completed we made a special investigation of all the pupils who had 20/200 vision or more. Each case was considered separately by the full Department of Personnel, which, with complete data regarding each individual before it, asked why that child was in this school. Two or three pupils were recommended for sight-saving classes, or returned to regular schools. One case involved a boy who needed but one more year to graduate from Perkins. We did contemplate sending him back

* See opposite page 49

to his home high school, but we found that this would involve a considerable amount of reading, and there was no one in his family who read English sufficiently well to perform that service. After careful consideration, it was decided to allow him to remain and receive his diploma from Perkins, where he has been for four years. This boy is typical of others who have had sight-saving instruction through the grades and in order to complete high school must come to Perkins. It would seem obvious that a first step in the solution of our problem may well be found, not in changes within a school for the blind, but in an extension of sight-saving instruction through the high school grades, as well as an extension of these classes in the lower grades in other parts of the New England States.

This chart does not reveal the situation to which reference is made in the Ohio speech that probably in all schools for the blind we would find that the pupils with useful vision outnumber those totally without sight. In computing figures on blindness, it has become the practice to include, in one group, persons who have total blindness and light perception only, which is usually considered less than $2/200$ vision. If the column representing this group were divided we would find that of the 132 pupils only 51 are totally without sight. This fact, therefore, substantiates the statement that the large majority of pupils in a school for the blind have some vision. It can be further stated that the number of totally blind will probably recede, while the proportion of those with some vision will increase. This relationship must have a bearing upon our methods of instruction and our attitude toward blind pupils. Again I would raise the question — are we becoming more and more schools for children with limited vision rather than schools for the blind?

Limited Mental Ability

The extent of the second problem — the presence of a number of children within a school such as ours with insufficient mental ability to profit by our instruction — is vividly revealed by the second graph. This chart shows the range of mental ability of pupils in our school this year. An I. Q. of ninety is generally considered normal, while seventy is thought to be the minimum for pupils in a school maintaining our standards. Those involved in this particular problem, therefore, are pupils with an I. Q. of less than seventy and from the graph it will be seen that at this particular time there are only 9 children involved in a pupilage of some 270.

Here, again, we made a careful study of each individual involved in this group, and the records show that there is some good reason why each child should be here. In some cases certain physical factors made it questionable as to whether or not the I. Q. actually represented potential ability. In other cases, new pupils had language difficulties which made it hard for us to determine intelligence definitely. Generally speaking, it is our policy to admit pupils who are not obviously feeble-minded, with the hope that in the environment of our school and with the special facilities, both for educational and physical development, we can bring them up to a higher level of ability. If, after one or two years of opportunity of this kind, we find that nothing can be done for such children, they must be dismissed. Because of this practice there is always bound to be a small group of children of low ability who are here for the benefits that may be derived in this way.

This problem of limited mental ability, however, is larger than would seem indicated by these statements. Over and above the actual group of those with less than seventy I. Q. are a number under the normal ninety, who find it too hard to compete with more intelligent children and because of that suffer under this added handicap. They would have a better opportunity in a school not geared so high as the normal school, and where they would not be in competition with superior children. On the other fringe, also, are children below seventy I. Q., considered too unpromising for admission to our school, who in a simple environment could receive profitable training. These are the children we hope to reach through the establishment of a farm school, discussed in previous reports. This field cannot be ignored much longer. We had expected to open a school of this type in September, but at the last minute difficulties arose regarding the renting of the property selected and the opening has had to be postponed.

It may be worth our while to observe more of the facts revealed in this particular graph. If one covers over the group from seventy down, one can readily see that the skyscrapers ascend, with the exception of a drop at one hundred, until a quotient of one hundred and ten is reached. From there on the descent indicates that one hundred and forty is the maximum I. Q., with the exception of one boy far beyond at one hundred and seventy. But the general average, we feel, is unusually good, and may, perhaps, rate a little above a comparable group within a public school system, when one considers the physical defects of our pupils, the environments from which they come, and the large per cent of foreign parentage which involves language difficulties.

Loss of Hearing

Turning now to the third chart, which records hearing loss, we find some interesting facts. A loss of hearing up to 10 per cent is considered normal. The great bulk of our pupils are therefore above normal, and quite a number have a plus record rather than a loss. On the lower side of normal are fifteen pupils on the border line, while beyond that we have only occasional individuals, until we come to the deaf-blind, who have a complete loss of hearing. Some time we hope to be able to obtain a similar record of a group of seeing children, because we would like to find out whether or not a comparison would show that our pupils have better hearing ability than seeing children. We know, of course, that blind people use their hearing better than seeing people in order to build up a compensatory factor in locating objects and finding their way around. These figures seem to indicate that we can prove that fact, and we hope to have time later to secure other figures that will help us in reaching definite conclusions on this problem.

This study has been made, as stated in the beginning of the report, so that in wrestling with the problems which perplex educators of the blind today, we will be starting with the facts clearly before us. We have not yet determined what our attitude will be on all points or what changes we shall recommend. This will take careful study, more time and the counsel of authoritative people. We do feel, however, that it is worth while to present in this report the statistics involved in our study, so that it will be understood that we are not content with stating problems, but are making every effort to arrive at adequate solutions.

All of these problems, in various stages of solution, must continue to command our interest and attention, and, as we wrestle with them, we must count upon the support of all public-spirited citizens. In the work that is going on now the Director wishes to express his great appreciation of the unfailing support of the trustees of Perkins Institution and the interest of the people of New England generally.

GABRIEL FARRELL.

REPORT OF THE LIBRARIAN

IN February all were saddened by the sudden passing on of our very capable and much-loved branch librarian, Alice L. Stewart, who, in addition to her knowledge of the books, was a delightful children's storyteller, gave most interesting puppet shows, and was the owner of a fine Seeing Eye dog, Pal.

On May 27 Congress appropriated to the Library of Congress \$175,000 for the production of talking book records during the fiscal year beginning July 1, 1937, this amount to be divided between the twenty-eight distributing libraries in the United States, of which Perkins is one. The growth of the work has greatly increased our circulation. There have been added 232 talking book sets as compared with 58 last year, while the circulation was 7,154 sets, that for last year being 2,577.

The records come in heavy fiber containers marked "Free Reading for the Blind" and "Property of the United States Government" in large letters. As a rule, one title is in a container, although frequently there are collections from different authors, which are not separated but are sent out as received from the Library of Congress. For this reason the term "sets" is used in speaking of the talking books rather than volumes or titles.

The finger reading has fallen off by 1,000 volumes, but the circulation of the talking books has increased so greatly that when they are included we have a circulation of 31,755 as compared with 25,847 in 1936, when we had 1,207 readers, while now we have 1,429.

The region allotted to Perkins by the Library of Congress, to which to send their books, is that of New England, to which we have sent for over fifty years. Our statistics show the following number of readers in the different states: Maine, 85; New Hampshire, 92; Vermont, 39; Massachusetts, 857; Rhode Island, 107; Connecticut, 31. The small number of readers listed in the last-named state is due to the fact that they were assigned to the New York Public Library, as being nearer. However, beginning the first of September all talking-book readers of that state are to be transferred back to this library. In addition, we have made loans in eleven other states outside our district.

The question of shelf room for the books is always with us. Several classrooms have added many feet of shelving which will care for some of the schoolbooks. The capacity of the basement stackroom has been greatly increased by the removal of most of the old wooden shelves and the erection of 1,000 feet of metal shelving, which accommodates 5,000 books, about 1,000 more than the old ones. A good lighting system has been installed there, which greatly facilitates the work.

MARY ESTHER SAWYER.

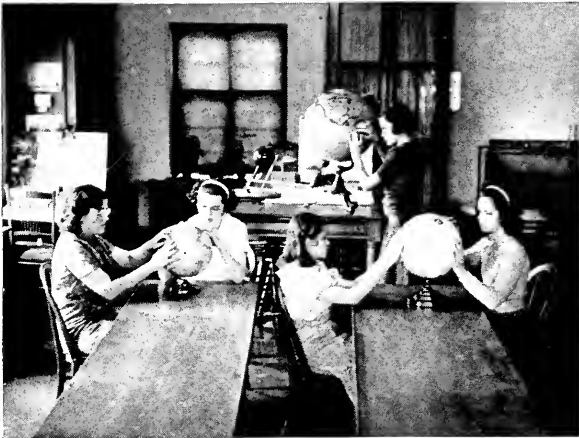
Grade
Seven



Grade
Eight



Grade
Nine



THE JUNIOR HIGH

THE REPORT OF THE PRINCIPAL

The Lower School

THERE are three important factors found in education which we must always consider. These are: the child, the environment, and the teacher; and we believe the greatest of these is the child, for education exists in his behalf. If we are sincere in this belief, it is only natural that changes shall be undertaken which we believe may enable the child to lead a more normal and sane life.

The most concrete changes in the Lower School this year were the housing of boys and girls in the kindergarten cottages on different floors and the co-education of the fourth grades. This new precedent was adopted after considerable study of all problems involved. We feel that it has been a change that will prove helpful and healthful to our students, as it will give them a broader and wiser outlook and will challenge the faculty to face problems squarely and wisely. It affords a better opportunity to teach, during the child's early life, the little social niceties which can finally become a part of the individual and may some time mean the difference between success and failure in the later life of our pupils. Our children not only need to know when and how to perform the social graces, but they must learn to perform them voluntarily, if they are actually to take their place in society.

We have also undertaken more individual work with the pupils, especially where classes have warranted division. We have accomplished much through homogeneous grouping. It has been a decided boon to some of the pupils who, for tactual and other reasons, seemed to be unable to read braille, for in the smaller group they were able to have the added individual teaching which they needed and were thus headed toward success instead of failure. This also furnished an opportunity to place a child in one group for arithmetic and in an entirely different one for social studies or English. We believe the pupil's points of strength have thus been recognized and his weaknesses strengthened. Certainly, in this manner we have taken care of his emotional needs, ever keeping in mind the requirements for good mental hygiene.

We still believe in the unit as a means of instruction in the lower grades, but we have arrived at a safer place and have a more balanced curriculum than formerly. These units are carefully chosen with the child, his environment and his future in mind. Those units which dealt with the farm, clothing, and environment have attempted to build for the pupil an understanding of how our present wants are met, and perhaps in some small way have been able to plant in him the seed of appreciation of our heritage. The travel unit not only furnished material on other countries, but developed a

feeling of tolerance and understanding that is sadly needed by all, whether blind or seeing. In one class, that has practically as many nationalities represented as it has members, the pupils developed a more respectful attitude toward one another and the countries from which their parents migrated. The strange customs of the different countries took on a new sense of value and interest as the children studied them. The more we can develop tolerance, the safer this world will be for democracy.

One phase of the unit which, I believe, cannot be too greatly stressed is the value received from field trips. Many have been the excursions by the various classes and varied have been the places visited. All of these trips have been preceded by a period of planning, writing of letters, making of appointments, and arranging for transportation under the guidance of the teacher. Great was the amount of information gained from the trip to the South Station, where they were given the opportunity to examine thoroughly a train just arrived from the West; to ride to Readville on the "Comet" (this was the first time some of the pupils had ever ridden on a train); and there to inspect the railroad shop. Among other excursions they went to the Pequot Mills, the Pioneer Village in Salem, Franklin Park, the Bird Sanctuary at Sharon, the Children's Museum, Paul Revere's Home, the Old North Church, the Mapparium, Faneuil Hall Market, the East Boston Airport, and one of the Eastern Steamship Company's boats. We are indeed grateful to those in authority in these places who were so helpful, generous, and co-operative in making these trips worth while for our pupils.

The amount of extra reading which we hoped would be developed by use of the unit system has been gradually growing. Miss Stewart was a constant source of joy and information to the children, as she was always calling their attention to this book, or that story. She found time to give puppet shows which incidentally endeared her to them and inspired in the children a desire to read. Her untimely death left a vacancy which was, indeed, difficult to fill; and when Miss Miller reported in June that over two thousand volumes had been read by the Lower School children during the year, we could not but feel grateful for all Miss Stewart had done. How pleased she would be if she could but know that her pupils are keeping up their reading!

The music and physical education departments have co-operated in every way possible in the unit work. Songs and dances indicative of the time and country had been learned so that as broad a knowledge as possible might be obtained from the several projects. The pupils have again had the satisfaction of making some musical instrument; this year, violas.

The crowning event of the year was the centenary of Michael Anagnos' birth and the semi-centennial of the founding of the kindergarten. I doubt whether any similar program had been more impressive and inspiring than that put on by the pupils. It was an experience which none of them will ever forget, and one which the fourteen pupils who came to the Upper School this year from the Lower School will look back upon with pride.

The Upper School

During the past year we have continued to select, organize and administer the curriculum, so that the pupils have been given worth-while activities, which have been adapted to their abilities and suited to their needs, as well as of interest to them. We have not hesitated to allow a student to drop a course, or change classes, when it seemed to his best interest. In classes where it was possible for a pupil to go ahead on his own initiative, he was encouraged to do so. This often meant that there were several levels of achievement, but each group appeared to be getting the most out of the work. It is essential that we have as much of the wise individualization of our school work as possible, if each child is to progress at his own rate, but we must also maintain a balance between the socialized and the individualized programs.

Dramatics have been more than popular this year, as every class in spoken English seemed to desire this method of expression. A large number of girls elected the work, and volunteers were not lacking for the big play of the year, "The Fool," which called for a large cast of boys. Although much time is spent by the individual in learning first his lines, then the action, I believe dramatics to be one of the best forms of expression for the blind. "The Comedy of Errors," which was studied in the English literature class this year, was made rather vital to the class since the girls produced it as a puppet show. The puppets and their dresses were made by the girls in the Manual Training Department, thereby linking in a practical way two subjects which are ordinarily far apart. We have made a beginning with choral speaking, which has the advantage of using more individuals, but the disadvantage of lack of freedom of body movement.

Another new venture for Perkins is the teaching of cooking to the boys. In the spring term it seemed possible to inaugurate such a class. Applications were numerous. From the very start Mrs. Murphy's ability and cleverness, coupled with the desire and enthusiasm of the boys, assured the class of success. Each week the boys served a meal in which four things had to be prepared. Their final party was an ice-cream festival to which guests were invited. The girls, too, fairly outdid themselves this year with buffet suppers, breakfasts, and teas. Ten girls took the course on home hygiene and care of the sick, which was taught by Mrs. Higgs under the auspices of the American Red Cross. This work included instruction in home, personal and community hygiene, and practical instruction in home care of the sick and the baby. With this knowledge the girls could be much more helpful at home. Five of the girls who graduated this year made their graduation dresses, while one girl wove the material from which she made a very smart linen suit. This is the kind of practical work of which we are proud.

The success which the salesmanship class had during its first year was the incentive which caused many to elect it. The boys soon discovered whether or not they had any latent ability for selling. One boy made a profit of slightly more than \$175, but he worked to get it, and this should be about as concrete a lesson of the rewards of labor as the students could have.

Other rewards have been earned. One high school girl won a typewriter

for writing, in competition with hundreds of others, the best letter to a company telling why she wanted a typewriter. A girl and a boy were among the fortunate seven from all the schools for the blind whose essays were chosen by "The Lighthouse" as the best ones from which the final awards were to be made; the boy later received second honorable mention. A radio was won by one of the grades for excellence in dental reports. The track team brought back the cup from Hartford, when they defeated the teams of Overbrook and Connecticut schools for the blind, and won the ribbon at New York, when they were victorious over the New York Institute for the Blind.

The Student Councils have continued to do good work. The ruling which they made that a pupil could hold an office in only one organization was particularly helpful. The Council meetings have given an opportunity for the administration and the student body to see problems in each other's light. We have tried to guide the pupils into wholesome, social relationships. The many club organizations have greatly helped in this respect. The Girl Scouts have had experience away from the school with other Scouts, which has been beneficial. The Boy Scout Troop has taken on a new lease of life, now that patrols from the town troops are visiting it each week. All of these contacts are most essential, for one never knows when it may mean much to the future happiness or welfare of some blind boy or girl.

In the many conferences held with the heads of departments we have tried to study the pupil's need for personality adjustment, and vocations or advanced study in which he is most likely to be successful and happy. The results of the standardized tests, the teachers' grades, the social worker's report, the advice of the health and psychological departments were sought and studied. We have utilized available modern psychological and psychiatric concepts in dealing with our problem cases. We have therefore been able to cope more understandingly and wisely with different situations. We have tried to build up a system of guidance which will be of real value to the students upon leaving the school. We have co-operated with the Division of the Blind, the Catholic Guild for the Blind, and other agencies that are interested in our pupils after leaving school. In this way we have been able to find summer jobs and a few permanent positions for them. Seventeen pupils received diplomas in June, and three were awarded certificates from the Manual Training Department. We have attempted to help the graduates in their plans for the future, and we sincerely hope they will find that their education will, to some extent, give them the ability to adjust themselves to life as they find it, and to do so with a reasonable amount of satisfaction, success and efficiency.

FRANCIS M. ANDREWS.

THE DEPARTMENT OF MUSIC

THE report this year reveals few changes or innovations. On the whole, the Music Department has functioned with its customary smoothness and with its usual routine. We have tried to avoid ideas of too experimental a nature, while at the same time gladly welcoming such new thoughts and developments as are of approved value, or that can be usefully adapted to our needs. The teaching of piano playing in classes was carefully studied during the year. Its proponents claim, and doubtless justly so, that by adopting this method of instruction in the public schools, many children who would otherwise be denied all piano instruction are enabled to make at least a beginning which may lead to continued interest and work in this particular line. Under this method of instruction, however, our pupils would never attain the proficiency of which many of them are capable. Their need for individual attention at the piano is incomparably greater than that of children with normal vision. They cannot see the teacher's illustrations, or what they themselves are doing. If silent keyboards are used there is nothing for them to hear, and each has a dozen chances to do a command in the wrong way before the teacher can get around to make corrections. It is, I believe, generally conceded that such class instruction in the public schools is not the ideal or preferred method but a makeshift. It is gratifying to know that makeshifts are not necessary here.

Scarcely a year passes without finding some of our pupils enrolled in the New England Conservatory of Music. Last September one of our young women entered the Composition Course there, the first Perkins pupil to adopt this course as a major subject; and in June of this year one of our young men was graduated with honors from the Collegiate Course with concentration in organ playing, the first Perkins alumnus to win this distinction. These achievements are the results of many years' work, beginning with the third grade and continuing in an atmosphere of music and general culture.

The lives of many pupils and staff members have been enriched this year because of the opportunity afforded them for listening to a variety of good concerts. Two recitals by visiting artists were given in Dwight Hall; our usual series of twenty-four Symphony concerts in Boston, for which we have six season tickets, has been supplemented by a few tickets for the eight concerts given in Cambridge; about forty-five pupils attended "Pop" concerts; tickets for four operas and seventeen miscellaneous concerts were purchased; and tickets were presented to us for five concerts during the year.

One of our pupils who completed his Conservatory course a few years ago appeared as guest soloist with the Apollo Club in December. The choir of the Institution gave a very successful pair of concerts just before Christmas, and two radio programs in May; the girls' glee club delighted a dozen or more audiences by their good appearance and excellent performances; and

there were three intermediate and one advanced pupils' recitals given in Dwight Hall, featuring piano, organ, violin, trumpet playing, and songs.

The work of recataloging the music library has made some progress, but there is still a great deal to be done before a complete and satisfactory catalog is made. For several years there has been practically no demand for choral music written in American Braille, and so, to make space for the Revised Braille choruses with which the Howe Memorial Press has supplied us, all of the American Braille chorus music has been discarded. Our Press has sent us 33 choruses and 73 titles of songs, piano pieces, etc., during the year. Notable additions to the music library have been 418 titles from England, and 152 titles from the Illinois School for the Blind.

The Music Department has been the recipient of several victrolas. One of these is being retained in the new "victrola room," and the others have been distributed to various cottages on the grounds. With these instruments came many excellent records in good condition, for which we are grateful. But our most important gift was from Miss Matthews, who presented us with several hundred very fine and practically new records. We deeply appreciate her generosity, and thank her for it. Miss Johnston has added to her multitudinous duties, and to our sense of obligation to her, by cataloging all these records.

Mr. Raymond has completed his first year as vocal teacher for the boys' department. He has given freely of his time to the undoubted benefit of the boys' voices, and the improvement in quality in the male section of the choir. His genial personality and serious purpose are assuring him an important place in the life and work of the school.

In the Lower School, Miss Thayer and Miss Gring, assisted by Miss Hart, have carried on with their usual efficiency. The children's choir gave a good account of itself in the Christmas concerts, their intonation and diction being exceptionally good. Many of the children have played piano solos at morning assemblies in a satisfactory manner. The school does not seem to be blessed at present with pupils of unusual talent. However, the unexpected often happens, and good results are sometimes obtained from unpromising material. It is to be regretted that the children cannot begin their work at the piano keyboard in the third grade, when they are of about the same age as other children in the fourth and even fifth grades. By the time these children reach the Upper School many of them are quite large and quite conscious of the fact that they are trying to play very small pieces. This tends to discourage these pupils and causes some of them to discontinue their music study. Many years of experience have proved the value of music to and in this school. Even the pupils who have little promise or talent or time must be given a chance to go to the limit of their ability, and the earlier they can begin the better. Only in this way can we maintain our standards, give our people their fill of a great art, and produce occasionally a pupil who is able to graduate from the Conservatory with honors. Only in this way can we provide many of our pupils with the solace and occupation that their many hours and years of leisure will demand.

JOHN F. HARTWELL.

THE DEPARTMENT OF PERSONNEL AND RESEARCH

Psychologist's Report

THE work of the psychological department was varied, as usual. The psychologist spent two periods a week with the seventh grade — one with the boys and one with the girls — discussing questions of adjustment to the Upper School, manners and behavior, vocational interests and readings. She conducted a series of discussions with the Harvard Class concerning some of the characteristic problems of blind children, and gave a talk to the Lower School matrons on the practical psychology of the young child. She engaged in a research project on albinos with Miss Suher, a Harvard student, gathering data from the Perkins records, which would tend to reveal trends toward similar physical endowment and mental characteristics in albino children. She and Miss Cairns also participated in a research project of the Rockefeller Foundation by Dr. Felix Deutsch of the Massachusetts General Hospital, formerly professor of medicine and organic neuroses at the University of Vienna. Dr. Deutsch was continuing a study begun in Vienna of the relation of fantasy to the reality function in children born blind, and examining by means of experimental procedure the manner in which the attitude toward the physical handicap of blindness affects the reaction to other problems of life adjustment, especially loss or deprivation.

The intelligence testing was carried on by Miss Cairns with the assistance of Miss Suher. As has been the custom for several years, one half of the school is given the Hayes Revision of the Binet Scale, the other half having been tested the previous year, so that each child has a test every second year. Besides securing a general intelligence rating for each pupil, the examiners analyzed the reasoning, memory, language, and manual abilities, mental control, ability to grasp ideas and to concentrate, noting any special abilities or disabilities in these capacities. They also described the interest which the child showed in the test, his communicativeness, co-operation, and state of nervous or emotional tension. If any outstanding difficulties were observed, they were noted for further study.

About eighty pupils came to the psychologist for personality study and assistance in problems pertaining to school achievement and personal and social adjustment. Many of them were younger children from the Lower School in need of habit training. The problems included the following: learning difficulties with a particular school subject; help in spelling or reading; tests of touch perception in the fingertips because of difficulty in learning braille; negative motivations for learning to read braille in partially sighted children; lack of effort or interest in school work; unco-operative attitude toward school authorities because of some unsolved emotional problem frequently pertaining to the home life; difficulties in getting along with

schoolmates and in making friends; homesickness; unhappiness; inattentiveness; worries about health; feelings of inferiority; religion; fear of death; guilt; lack of interest in the surroundings; personality change; difficulties with eating and sleeping; finicky eaters; neurotic vomiting; memory deterioration; love affairs; sex instruction; and vocational guidance. There were two cases of fairly acute mental illness which necessitated many contacts with the psychologist and additional consultations and treatment by neurologist and psychiatrist outside the institution. Although the illness of these children made it very difficult to assimilate them in the life of the school, they were treated with the greatest patience and understanding by the administration and by the members of the staff who dealt with them.

Many psychiatric clinics are now utilizing the play of little children for studying and guiding attitudes and behavior. Work of this kind was begun by the psychologist at Perkins during the year. A set of doll's furniture of the four principal rooms of a house, a family of dolls, including father and mother, children of various sizes, and several adult dolls who could be made to serve as matrons or teachers, were installed, as well as a set of toy automobiles and construction blocks for building additional rooms. In observing the play of certain children with these toys many things were learned about factors in their home lives or about the way in which they feel about things.

It has become increasingly evident that the large number of partially sighted children who now attend Perkins have come to the school with different attitudes from those of the blind children, and this has created new problems, sometimes leading to discontent and unrest. Many of these pupils have either attended schools for the seeing or hope to regain enough sight to do so in the future.

We are confronted with a large number of such cases, since the partially sighted children now outnumber the totally blind three to one. Many, but by no means all, of these children can see enough to read large type at least part of the time, and would respond with more enthusiasm to a method of teaching adapted to enable them to use what sight they have.

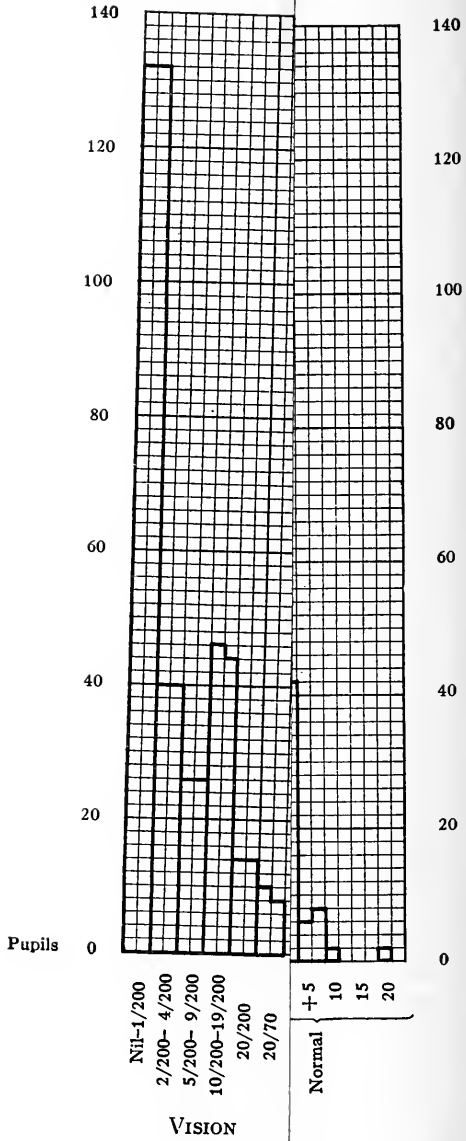
The Personnel Department paved the way for the placing of one of our students at the Boston School of Occupational Therapy for a year of special study in order to train her to be a home teacher. What appears to be a permanent position for another of our promising pupils was obtained for her in the Springfield Red Cross as a teacher of braille and secretary to the Braille Department.

ELIZABETH M. HINCKS, PH.D.

Psychometrist's Report

The inter-relationship between social and educational adjustment is perhaps more apparent in a residential school than in a day school. The achievement of satisfactory adjustment by each individual child implies a balanced relationship between the demands put upon a child by his environment and his ability to meet these demands. While intelligence is not to be considered to the exclusion of other factors, an indication of innate mental ability affords





a valuable measure for the prediction of successful adaptation to environment. A rough estimate of an individual's powers and limitations may be made on the basis of his intelligence quotient. The creation of a situation suited to the capacities of a child implies, therefore, knowledge of that child's general intellectual level. No hard and fast divisions between groups can be made on the basis of intelligence quotients alone, but placement of pupils to make possible the attainment of the maximum development during their school years is greatly facilitated by the use of intelligence tests.

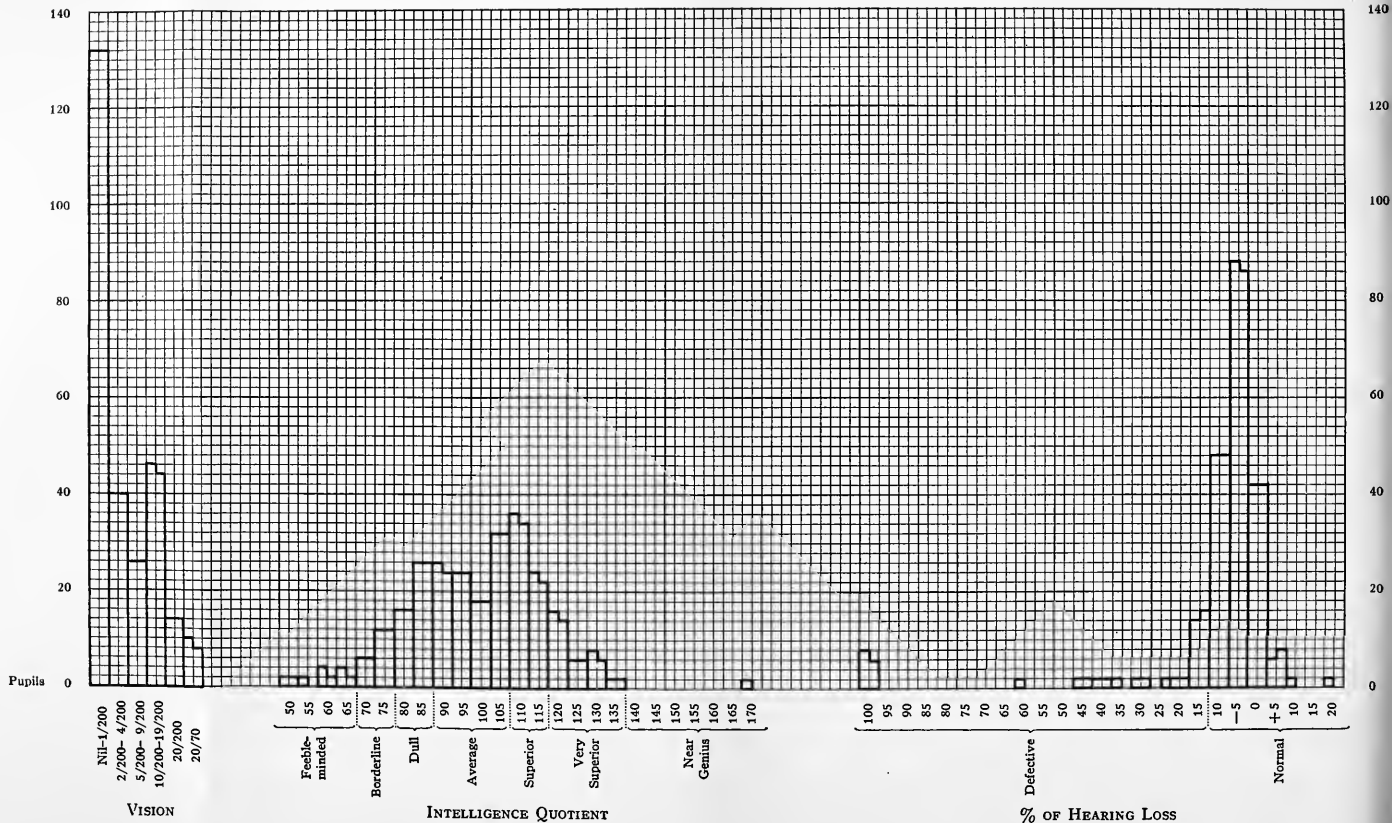
While it is felt that the Hayes-Binet test for the blind is not so suitable for the blind as the Stanford-Binet is for the seeing, its limitations are not so great as to seriously impair its value as an instrument for measuring the mental ability of blind children. The psychometric program which has been followed at Perkins for a number of years provides for the testing of all pupils at the time of their admission and immediately prior to their discharge, and at regular two-year intervals throughout their attendance at school. Where the need seems indicated, retesting is done oftener.

During the year 36 new pupils, 3 prospective pupils, and 95 old pupils were tested. The new pupils showed the same wide range of ability from very dull through superior, as is shown by the student body considered as a whole. The 25 pupils who were tested for the second time showed changes in I. Q. ranging from a loss of 13 points through a gain of 30 points similar to those which have been noted in other years, — changes which we have interpreted as reflections of better adjustment to school routine rather than of actual increase or decrease in intelligence.

Late in May a general survey of vision, intelligence, and hearing of the entire school population was made and results were tabulated graphically. Inspection of the chart facing this page reveals the wide range of vision found among our pupils. The vision of 50 per cent of the students measures 1/200 or less; of 16 per cent, from 2/200 through 4/200; of 10 per cent, from 5/200 through 9/200; of 16 per cent, from 10/200 through 19/200; of 5 per cent, 20/200; and of the remaining 3 per cent, 20/100 or better. Approximately 11 per cent of the pupils have been totally blind from birth or very early infancy; 64 per cent have had defective vision from birth; and the remaining 25 per cent have suffered partial or total loss of sight in later years.

Intelligence as measured by the Hayes-Binet Test shows a distribution which compares favorably with the normal range found among seeing children. We find a scattering of individuals at the two extremes of the scale and a concentration of pupils at the mid-point.

Disregarding the 7 totally deaf and the 6 very seriously handicapped pupils who are receiving training in the Deaf-Blind Department, we find that the remaining 206 pupils tested with the Western Electric 5-A Audiometer show a favorable distribution of hearing acuity. Normal hearing, a gain of as much as 20 per cent or a loss not exceeding 10 per cent, is shown by 90 per cent of the group, while defective hearing, a loss of 15 per cent or more, is shown by but 10 per cent of the group. We would attribute the improvement shown by comparing results this year with those recorded last year, when



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21 per cent of the pupils showed subnormal hearing, to improvement in testing conditions afforded by a new sound-proof room rather than to an increase in auditory acuity.

With the data which were collected additional tables were prepared, including a set of graphs which showed degree of vision, intelligence, and amount of hearing loss of each pupil by name, thus affording bases for summary comparisons between any students with respect to these three significant faculties. Individuals selected for special consideration and follow-up work in conferences of the department, in addition to the routine cases brought up for discussion each month, were those who fell at the extremes of the scale, — those with the maximum amount of vision, those with borderline intelligence, and those with seriously defective hearing.

JANET H. CAIRNS.

Social Worker's Report

During the year 1936-37, the social work phase of the Personnel Department has so broadened its scope that the problems for consideration involve not only questions for immediate solution, but also those dealing with long-time adjustment to the community at large. In the school an increasing number of students have asked for interviews. From their homes also, as well as from the general public, have come more requests for interviews and talks dealing with subjects which confront both the seeing and the visually handicapped. It is therefore with great pleasure that we are able to report not only this growth in interest, but also that displayed both by persons and agencies in individual children, — an interest which manifested itself in a special form at holiday time.

For Thanksgiving Day several families from Watertown and Cambridge asked as their guests some students from Perkins who, because of distance or some other pressing reason, would be unable to return to their homes for the holidays. The social worker visited all from whom these invitations came to ascertain the age and type of child preferred, so that the day might be a mutually enjoyable one. Later, from the families as well as from the students themselves, came most happy reports.

Then at Christmas time, through the thoughtfulness of two members of our Board of Trustees, all of our children, with the exception of the deaf-blind, were enabled to be away for the vacation. This was an unusual experience, for formerly in most cottages there were always one or two children who, because of financial or family reasons, were obliged to remain at the school. But this year they returned to their homes with the exception of a few, for whom pleasant homes were found.

Under my supervision were five workers, four of whom were volunteers and one a special Harvard student. The latter, whose work was planned by me, rendered invaluable aid. All the workers offered services which were of greater help than can be estimated. Two of them came regularly each week to take two or three children for a ride; two other volunteers wrote letters

for the little children; while another did Santa Claus work at Christmas, when toys were collected and sent anonymously to such children as would otherwise receive few gifts. One of our younger volunteers did a splendid piece of work by taking children walking or to her home for an afternoon of pleasure.

As in former years a sincere effort was made to link the school, the home, and the wider community more closely. Over two hundred visits were made, mostly to the homes of present and of future pupils. For five weeks during the summer the social worker covered approximately four thousand miles in Maine, New Hampshire, Vermont, and Massachusetts, visiting thirty homes of present pupils, seventeen of future pupils, and ten referrals from other sources. In addition, there were interviews with eight doctors and fifteen special persons.

In addition to much of the same type of work which was carried out in former years, there were various minor services which the social worker personally rendered, such as visiting children in the hospitals and taking their dictations for letters to their homes. The occasional Saturday morning rides to places of especial interest to the respective small groups, and decided upon by them on the spur of the moment, resulted in pleasure not only to the children, but provided the social worker with a wonderful opportunity for more personal relationship.

In the spring the social worker heard that some of the high school girls were wishing they knew the correct thing to say when invited out, also if they were properly dressed. A subsequent meeting with the high school girls verified this rumor and showed they had a great interest in an improved personal appearance, feeling that for one thing it might insure greater poise. The social worker offered to act as adviser, helping to determine how and where expert advice might be obtained, but with the understanding that it was the girls' own problem which they must work out for themselves. Members elected from the student body arranged for two evening meetings, the first of which was on problems of etiquette which confront us all, regardless of age or visual acuity. The girls took an active part in this meeting which was an informal one. Miss Florence Chapin of the Boston Center for Adult Education led the discussion. On the second evening Miss Beatrice Bowry, stylist at *Filene's*, brought to the school inexpensive but correct clothes for girls of school age. These clothes were demonstrated, as many of the girls could see them. Other garments were passed among the girls for them to examine. The talk accompanying this showing was such a full, diversified one that the evening proved both pleasurable and beneficial.

I am grateful to members of other departments for many helpful suggestions, and appreciative of courtesies extended by them in making sources of information so easily available. The relationship of the different departments has been such that the correlation of work has made for a more unified whole.

For the future I should like to see the spirit developed in our pupils that "It is more blessed to give than to receive." So much has been done for them — willingly and gladly, of course — that many pupils begin to take

it all for granted. If they find that at an early age, in their way, however small, they too may contribute to the well-being and happiness of their fellows, it seems that later adjustment would become an easier task. I should like, in addition, to have instilled in our pupils, while in residence at Perkins, the desire to put forth their best efforts in all fields open to them, not only that they may enjoy life more fully during the years they are with us, but also to insure vocational placement upon graduation; for it is my firm belief that vocational placement is possible for the well-adjusted graduates who show more than mediocre ability.

RUTH E. DOUGLASS.

Speech Correction Report

Throughout the year new pupils entering school were given the routine speech tests in order to determine and record their individual speech needs. Those showing disordered speech, with other pupils already scheduled for speech work, were assigned regular class periods. The individual speech problems and available amount of time determined the length and number of these periods. Eighty-three pupils were given individual or group instruction.

A new and fairly definite program was formulated and followed in order to promote a greater interest in general speech improvement. The program consisted of the following:

A. In the Lower School, an essay-writing contest by the fifth and sixth grades, expressing their ideas on "What is Good Speech and Why I Should Improve my Speech" (the two best essays were read in assembly by their authors); a play showing the practical value of speaking well; and several other programs which were given in assembly. Some of the primary girls had the experience of telling stories to the younger children.

B. In the Upper School, making speech work elective for pupils having no specific disorder. All these pupils took part in Lower and Upper School assemblies, public recitals, and entertaining the primary boys.

A special effort was made to correlate the speech work with other school activities. Perhaps the most outstanding is choral speaking in connection with the study of poetry in the Girls' Senior English. However, the greater part of available time and energy was devoted to definite speech therapy. The program has accomplished its purpose to a degree in that the attitude, interest, and effort of the pupils have been better than ever before.

SINA F. WATERHOUSE.
ALBERTINA EASTMAN.

Physiotherapist's Report

The work in the physiotherapy department has been carried on under the direction of Dr. Frank R. Ober, surgeon and chief of orthopedic surgery at the Boston Children's Hospital, with the assistance of students from Har-

vard Medical School, Sargent College, and one Upper School girl. Mr. Norman C. Fradd of Harvard University took silhouetteographs of 150 pupils. These served as a means of keeping records and as an incentive to good posture.

Over ninety children have had instruction in muscle training for various defects. Each child received from one to three individual exercise periods a week, approximating 7,101 treatments. Attention has been given to purchasing proper shoes and to shoe corrections, and to the adjustment of seats and desks in the classrooms, these being conducive to good posture. For one pupil who has a leg-shortening special shoes were made at the United Shoe Machinery Research Laboratory, by means of their magnetic table.

There were given 459 treatments, consisting of the application of infra-red heat and massage to various injuries, such as sprains, fractures, sciatica, and arthritis.

Two Upper School boys have had lessons in massage and anatomy. There has also been a pupil in the Deaf-Blind Department who has shown special aptitude and liking for this type of work. One of the girls in the graduating class of last year, who took the preliminary course, continued this work and has graduated from the Swedish Institute of Massage and Physiotherapy in New York City.

This work in posture is an important phase of preventive medicine, — the benefits to be reaped through the pupil's whole life.

THELMA E. PEIRCE.

THE DEPARTMENT OF THE DEAF-BLIND

IN spite of many changes and adjustments, our school year of 1936-37 was one of definite growth and progress.

We have two general groups of children, — those who have usable hearing, or the hard-of-hearing pupils (the group so frequently misunderstood), and the totally deaf group, who must be taught through vibration. Three pupils of the first group and five of the second were enrolled last fall, but before Christmas it was thought best for little Patrick Quealy to return home for the year because of his diabetic condition. After the Christmas holidays two more hard-of-hearing Perkins children were transferred to our department, — William Zarr, eighth grade, and Annie Lozo, second grade. Both pupils have shown marked improvement in their school work.

On the 20th of January the six-year-old twins Jimmy and Margaret Allen, who are attractive, interesting children, arrived from Ohio, and have given us new opportunities for special study. They had had but very little previous guidance in constructive activities of any sort. Everything was new to them, and it took some time for them to become adjusted. They have made good progress in doing things for themselves, in playing with other children, and in understanding the beginning work in speech reading by vibration. John Heald, a seventeen-year-old, hard-of-hearing boy, was the last pupil admitted to our department this year, coming after the Easter vacation.

Carmela Otero this year has been very successful in such forms of kindergarten activities as are possible for a deaf-blind child. Our elfish little singer, Grace Casella (a hard-of-hearing pupil), has completed the work of the first grade.

We have been so busy trying to keep up with Leonard Dowdy that we cannot at any given moment report his most outstanding achievement. Academically speaking, he has finished the second grade, but no other ten-year-old boy, it seems to us, could take a more active share in the drama of daily life. Earl Martin, with an extremely small amount of hearing and no sight, has completed well the work of the eighth grade. Through his studies and a phenomenal love for adult reading, Earl has very clear and mature ideas of practical life. Our two big boys, Winthrop ("Tad") Chapman and Clifton Sears, are as always utterly faithful in all their studies.

This year we have, of course, required new helpers. We were glad to welcome Miss Browne and Miss Fox as mother teachers; Mr. Ralph Feliciano, Perkins, 1936, and volunteers from the Harvard Class, Miss Ruth Frankel and Mr. Joseph Kohn; and Miss Alice M. Carpenter, head of the School for the Blind at Canton, who on finishing the Harvard Course spared us five months of most efficient service before returning to teach in China.

INIS B. HALL.

THE DEPARTMENT OF HEALTH

Physician's and Nurse's Report

DURING the school year the Medical Department has continued its policy of stressing preventive medicine and the maintenance of health.

Widal tests were performed on all food handlers during the year to eliminate the possibility of typhoid carriers in this quarter. Sixty-one pupils were found definitely undernourished and placed in a nutrition class on extra feedings of milk and cream. Twenty-one of these graduated to their optimum weights.

All new pupils were submitted to the Schick test. Thirteen tests indicated susceptibility to diphtheria. These pupils were given the appropriate inoculation. All pupils were tested for susceptibility to scarlet fever and sixteen were found to be susceptible. The anti-scarlet fever inoculations were given. As usual, the Chadwick clinic tested all the pupils for question of tuberculosis, and any questionable individuals were especially X-rayed. Fortunately, no active tuberculosis was found.

Of infectious diseases, there were 2 cases of chickenpox, 8 of measles, and 1 each of whooping cough and mumps.

Five operations were performed, — 3 tonsillectomies, and 2 appendectomies.

There was one automobile accident resulting in a fractured ankle, and one pupil suffered a fractured arm.

The nurse made 130 hospital visits, taking 324 children to the various clinics at the Massachusetts General Hospital.

The clinic for the treatment of syphilis was carried on once a week with the technical assistance of Mrs. Romero. At a time when the syphilis problem is engaging the attention of Federal Public Health authorities and educators throughout the country, it is especially gratifying to have this clinic organized at Perkins.

ROBERT S. PALMER, M.D.

RUTH HOLT, R.N.

Ophthalmologist's Report

Shortly after matriculation, each new student was given a complete ophthalmic examination by the school ophthalmologist at the school infirmary. When necessary, certain individuals were taken to the Massachusetts Eye and Ear Infirmary for consultation, special examinations, and hospital treatments. In all, 115 students were examined and a total of 153 examinations were made. There were 13 major surgical operations performed for the preservation or restoration of sight. Treatment of chronic eye conditions has been carried out with precision and care at the school under the direction of the nurse.

A special attempt has been made to determine the cause of blindness in each student. The eye diagnosis of pupils admitted in 1936-37 is as follows:

Trauma:		
Sympathetic ophthalmia	. . . . .	1
Infections:		
Congenital:		
Interstitial keratitis	. . . . .	2
Ophthalmia neonatorum	. . . . .	1
Acquired:		
Membranous conjunctivitis and keratitis	. . . . .	1
Uveitis	. . . . .	2
Chorio-retinitis	. . . . .	1
Congenital conditions:		
Congenital cataracts	. . . . .	7
Dislocated lenses	. . . . .	1
Microphthalmus	. . . . .	1
Coloboma of maculae	. . . . .	1
High myopia	. . . . .	2
Special conditions:		
Brain tumor with optic atrophy	. . . . .	2
Retinitis pigmentosa	. . . . .	4
Separation of retina — bilateral — cause unknown	. . . . .	3
Optic atrophy — cause unknown	. . . . .	4
Macular degeneration — cause unknown	. . . . .	2
Not classifiable	. . . . .	4
Total	. . . . .	39

TRYGVE GUNDERSEN, M.D.

Dentist's Report — Upper School

With the assistance of Dr. George E. Crowell of the Westfield State Sanatorium, the dental nutrition study which has been conducted for the past three years has been continued. We anticipate interesting results from this survey.

Once more we are indebted to Mrs. Alice Renton and her class of dental hygienists at Forsyth Dental Infirmary for giving each pupil of the Upper School a thorough oral prophylaxis during the year. This work was done at Forsyth Dental Infirmary.

Dr. Roland Weller and Miss Louise Hord of the Forsyth staff have made the extractions of the teeth of those pupils needing them more pleasant by the administration of nitrous oxide gas anæsthesia. We are grateful to Dr. Weller and Miss Hord for their many kindnesses.

The following is a summary of the dental operations performed in the Upper School:

Silver alloy fillings	. . . . . 213	Restorations (2 partial	
Cement fillings	. . . . . 154	dentures and 1 bridge)	. . . . . 3
Synthetic porcelain fillings	. . . . . 29	X-rays	. . . . . 43
Extractions	. . . . . 8	Orthodontia cases	. . . . . 2
Silver nitrate treatments	. . . . . 155		

MARK D. ELLIOTT, D.D.S.

Grade
Ten



Grade
Eleven



Grade
Twelve





Dentist's Report — Lower School

The following operations were performed for the children attending the kindergarten during the school year ending June, 1937:

Alloy fillings	278	Miscellaneous treatments	74
Cement fillings	14	Silver nitrate treatments	83
Combination, cement and alloy	16	Permanent teeth extracted	7
Silicate fillings	30	Temporary teeth extracted	31
Devitalized teeth treated	6	Special corner filling	1
Number of treatments for above	16	Prophylactic treatments	115

Total number pupils treated:

Upper School	4
Lower School completed	115
New pupils in Lower School	28

On February 10, under the direction of Miss Thelma E. Peirce, a play was presented by the pupils, entitled "The Bad Molar." The characters, costumed as teeth, depicted a molar tooth which had decayed through neglect, resulting in pain. Extraction was the only remedy. When the time came for the bicuspids to erupt, the space that was occupied by the extracted molar had been partially filled by the adjoining tooth drifting into the space, consequently the permanent teeth did not have the necessary room and erupted irregular and crowded. This procedure was all acted by the pupils.

A great deal of interest was manifested by the pupils listening to the radio broadcast from New York Tuesday mornings by Dr. George Wood Clapp, entitled "The Dentist Says." Prizes were offered for the best written summary of certain broadcasts. Two of the girl pupils, Ida Cerullo (Mrs. J. W. Mayshark, teacher) and Alice M. Terrien (Mrs. E. B. Martz, teacher), this year won the first prize, a radio. The radios have been enjoyed by the entire classes.

By these means we try to instill an interest in the young minds and make them tooth conscious, so they will take better care of their teeth and mouths.

REINHOLD RUELBERG, D.M.D.

THE DEPARTMENT OF TEACHER TRAINING

ON October 2 the Teacher Training Class of 1936-37 assembled at Lawrence Hall, Cambridge. Dr. Allen, just returned from England, began the series of lectures that form a vital part of the Harvard course, — education of the blind. Thereafter the class met in the Langworthy Room at Perkins Institution. Three men and ten women formed the group, all of whom had normal vision except one young man who injured his sight in childhood, and another, from Turkey, who had become blind in early manhood. Every one was well prepared for advanced study.

Twenty-three topics concerning the subject of blindness were treated by Dr. Allen and other specialists in work for the blind. A Red Cross worker, Miss Lovett, taught eight members of the class to write braille, five having already acquired the skill. Observation of classes began early in the year. Eleven visits of inspection to agencies connected with work for the blind were made, and the course was completed with a term paper and written examination, passed with a high class average.

As one of these students was appointed in February to a position in the Lower School, and two others had the previous year completed the Special Methods course, there remained to enroll for it only ten of the group. An eleventh student arrived from Honolulu in time for the opening lecture. Six took the course for Harvard credit. The usual procedure was followed of four lectures weekly, — manual training, reading, conferences, practice teaching. Pencil writing in square hand was introduced to the class when Miss Simonds related her experience with the subject. A series of lessons — as in other years — afforded opportunity to learn the system through actual practice of it without the use of sight. Eight students added to their studies the course in Speech Correction offered by Mrs. Waterhouse.

Dr. Farrell was the lecturer on three occasions, and Mr. Andrews lectured twice. Many of our Perkins teachers, including Miss Humbert, gave talks and demonstrations. Mr. N. C. Hanks was our guest speaker. Dr. Samuel P. Hayes of Mount Holyoke College presented for discussion the findings of his twenty years of research on the subject of blindness. Mrs. Mary K. Burt told us of her school for the blind in Shiu Hing, West River, South China. At the closing session Dr. Henry W. Holmes of the Graduate School of Harvard University was the leader.

Throughout the year the students were thoughtful and willing in their co-operation with supervising members of the staff, and ready to meet the emergency test of substituting for teachers at short notice. We hope that having proved their ability to learn and to teach, they will find positions where they may be of service to the blind.

GENEVIEVE M. HAVEN.

THE DEPARTMENT OF BUILDINGS AND GROUNDS

ALTERATIONS of a year have but little effect in the fabric of a group of buildings such as Perkins enjoys, but the cumulative improvements of a decade would doubtless seem to be considerable. So this report will show only minor recent changes which, added to those of the past few years, combine in definite results in both the exterior and interior of the buildings.

The most noticeable of these changes has been the transfer of the Tuning Department to the quarters formerly occupied by the unmarried men of the maintenance staff. The room arrangement in the service building was not entirely suited to the needs of a rooming house, but are now deemed ideal for the purposes of tuning instruction. And ideal, too, are the former tuning rooms for the use of the enlarged Deaf-Blind Department. Located in the front of the Howe Building, the fine suite of ten rooms has been re-vamped, decorated and suitably equipped to give the teachers of the deaf-blind ample and efficient provision for their growing group.

Other improvements of the year have been the partitioning of the personnel office, the acoustical treatment of the swimming pool, and the improvement of both lighting and scenic effects in Dwight Hall. Once again we report further addition to the storage space in the circulating library, made necessary not only by greater circulation of both braille and talking books, but by increased accessions of both items.

In the cottages a normal quota of things has been done this year. Glover Cottage has a locker-equipped cloakroom. Needed linoleum floors have been installed in the kitchens of the girls' Upper School. The walls of four cottages have been completely washed and painted; four have been equipped with new washable window shades; and everywhere, as age begins to take its toll, replacements and repairs have been made. Especially is this true of much brickwork, which is causing endless trouble by disintegration, and for the replacement of which a definite program has been instituted.

Out of doors this past year we have completed a general program of the enlargement of recreational facilities; paths and roads have been added or rebuilt; our fine trees have had their share of care; our boundary walls and fences have been extended or repaired or repainted; and our general efforts to make and keep Perkins beautiful continued along the lines indicated in previous reports. Also of especial note was the installation by the town of a push-button stop sign on North Beacon Street to lessen the danger to life and limb of our pupils. Horticulturally it has been a good year, with more than the usual amount of lawn mowing, with a gardening class of four boys, conducted as in former years by the writer, and with crops which, particularly in the case of apples, promise to be bumper ones.

NELSON COON.

THE WORKSHOP FOR ADULTS

THE amount of wages paid to our workers the past year (\$16,083.66) has been exceeded but once in the history of the department, and then by a slender margin. The sales amounted to \$47,466.39, a sum which is 9 per cent more than last year, and has only been bettered a few times in the past. The loss in operation was less than for a decade.

We received an appreciable increase in the number of mattresses sent from private families for renovating. However, the greatest increase was in the number of mattresses received from public institutions by reason of the state law passed in 1935, which provides that purchasing agents of the state, counties, cities and towns are required to purchase any articles made by the blind, — mops, brooms, brushes, etc., — and to employ blind persons when needing work done along the lines in which the blind have been trained, — piano tuning, chair seating, and mattress renovating. This year we received 1,529 mattresses from public institutions, an increase of 60 per cent over last year. We covered as much of eastern Massachusetts as our two trucks could manage, going on occasions as far as Fitchburg, Worcester, and Fall River.

Director McCarthy, of the Division of the Blind, and his associates have been zealous in securing every possible order of mattress and pillow work for us, and we look for additional orders for these articles as purchasing agents become familiar with the state law and with the quality of our work. To prepare for this three men were taken on as apprentices last fall. The apprentice system in vogue here requires each man to serve a year making all sorts of mattresses under the tutelage of a veteran mattressmaker; he serves without pay, though his room, board, and modest incidental expenses are supplied, usually by an outside organization. The teacher is recompensed by the growing ability of his pupil to turn out work, which is credited to the teacher.

The first apprentice taken on, Everett Maloney, who left Perkins in 1924, is now ready to take his place as a full-fledged mattressmaker, and will start on his own this September. The second man, Roy Vincent, Perkins, 1936, has progressed so well that he will be taken on shortly, provided sufficient mattress work is received. The third apprentice, Joseph McCarthy, is doing well and will be prepared for a bench when the opportunity presents itself.

The number of chairs recaned is about the same as last year. Most of them are still the hand-caned variety, notwithstanding few such chairs are now manufactured. Those now sold in the stores are usually seated with "cane-webbing," which has been woven in a machine to imitate hand weaving; this webbing is glued into the seat frame with a spline of pith, the soft center of the cane reed. Whenever we send out our line-letter announce-

ments for work to our list of patrons, we receive quite a number of hand-woven chairs, proving there are many still in use, and while we take it for granted that cane-weaving is a dying trade, yet it will be with us for a great many years to come. Of course, we rebottom the machine seats, but there are relatively few of our workers who do this style of caning.

Our power hair picker was replaced this year with a modern machine which repicks or "combs" horsehair into a fluffier condition than did the old one. It is equipped with every safeguard so that the partially seeing men who operate it are fully protected against injury. It is so constructed that no unopened lumps of hair can possibly pass through the machine. In addition, it delivers the picked hair into a large metal box, 9 feet long, 5 feet wide, and 8 feet high, from which the dust is extracted by a powerful suction fan, thus leaving the hair cleaner than ever, and giving us a neat and tidy picker room, with no dust to bother and injure the workers.

Mr. Charles F. Bond was retired June 30, 1937, on pension. He came to the Workshop in December, 1892, nearly forty-five years ago, shortly after Mr. Eugene C. Howard took over the management of the department. He was a personal friend of Mr. Howard, and left a promising field to assist him in his work. Mr. Bond's long acquaintance with all phases of our business, and his tact and kindness in dealing with our patrons, produced a good-will for Perkins which was, and is, of great value to us. We are, indeed, regretful that his advancing age makes it impossible for us to have further advantage of his experience and service.

The following is a summary of the work done and wages received in the Workshop Department during the fiscal years ending August 31, 1936 and 1937.

	1935-36	1936-37
Mattresses from institutions, etc.	1,757	2,274
Mattresses from individuals	1,922	2,069
Total mattresses received	3,679	4,343
Mattresses received through the Division of the Blind	958	1,529
New horsehair picked (pounds)	6,100	8,250
Old hair picked (pounds)	126,470	143,884
Mattresses remade	3,814	4,340
Chairs recaned	3,237	3,213
Wages paid to seamstresses	\$1,623 12	\$2,062 32
Wages paid to mattressmakers	8,950 89	9,835 49
Wages paid to chaircaners	4,096 20	4,185 85
Total wages to blind workers	\$14,670 21	\$16,083 66
Sales for the year	\$43,453 02	\$47,466 39

FRANK C. BRYAN.

THE HOWE MEMORIAL PRESS

THE W. P. A. Project No. 7291, "To make embossed maps for the use and instruction of the blind," has completed an Atlas of the World, consisting of 350 maps—physical, political and historical. They are supplied unbound in seven loose covers containing fifty maps each. Ninety sets have been distributed, principally to schools for the blind. The original metal plates remain on deposit with our Press, and any maps desired will be supplied on order. In addition, fifty maps showing the principal streets of the cities comprising metropolitan Boston have been embossed for the use of the blind of this vicinity.

W. P. A. Project No. 9506, "To design and manufacture models, appliances, and diagrams for use in the education of the blind," is now under way, and several models have been completed. It is the purpose of this project to make models of all sorts of objects which those who see take in so readily through vision, but which are beyond the comprehension of the blind unless brought within the scope of their fingers. In making these models, much thought went into their preparation, so that they not only give the external appearance, but most of them have been so built that they may be taken apart and assembled for further study; parts are lettered or numbered in braille, instructions for assembling prepared, and embossed diagrams made when necessary.

The following models are ready for use:

- Stone arch bridge — with each stone marked in braille.
- King post bridge — with marked pieces and a set of instructions.
- Howe truss bridge — five feet long, permanently constructed, and an auxiliary model which may be taken apart and assembled.
- Cantilever bridge — with diagrams and braille instructions.
- Cape Cod cottage — in six parts, none of which may be taken apart, but constructed so that each is readily accessible to the finger.
- Flat belt and round belt stepped pulleys.
- Bireme or Roman galley — showing the two banks for rowers.

The models made on this project are for the use of all our schools for the blind, and will be loaned to those expressing a wish for their use.

As a matter of record, the two projects for maps and models are sponsored by the Division of the Blind, which, as a Massachusetts public institution, may enlist Federal aid for such projects. Perkins Institution is the unofficial sponsor of them, and our Howe Memorial Press assists with its equipment.

A table giving the production and distribution of appliances for the past year, and the grand total since September, 1907, follows.

FRANK C. BRYAN.

WORK ACCOUNT FOR THE YEAR ENDING AUGUST 31, 1937

Literature pages embossed:		
Upper School		2,008
Kindergarten		448
Library of Congress		7,634

Music pages embossed:		
Upper School: 1 hymnal; 22 choruses; 11 Christmas carols; 34 songs; 26 piano, organ and instrumental pieces		936
Kindergarten: 15 piano pieces		17
		<u>11,043</u>

Printing:		
Literature pages		560,487
Music		69,066
Miscellaneous		32,050
		<u>661,603</u>

APPLIANCES AND GAMES	Made this Year	Distributed this Year	Total from Sept. 1, 1907, to Aug. 31, 1937
Pocket slates	850	875	19,666
Desk slates	1,711	1,359	20,834
Card-making slates	52	35	244
Styluses	—	2,090	90,526
Erasers	—	142	294
Braillewriters:			
Hall and Boston	—	—	213
Perkins, Models, A, B and C	—	—	306
Perkins, Model D	—	4	49
Perkins, Shorthand	—	6	31
Proof presses	—	3	21
Writing boards:			
Aluminum	—	62	1,872
Fiber	786	676	14,604
Aluminum alphabets	—	45	1,892
Wire signature guides	48	25	615
Peg boards:			
Plain	32	63	1,332
Reversible	—	7	318
Map cushions	15	12	117
Thermometers	—	17	299
Barometers	—	1	39
Caning vises	—	—	106
Tennis vises	—	—	9
Taylor arithmetic slates for Pennsylvania Institution for the Blind	—	152	1,328
Games:			
Checkers	216	185	4,119
Dominoes	121	91	2,933
Puzzle-peg	38	24	406
Playing cards	111	81	1,572
Chess	1	1	9
Anagrams	—	8	18

During the year the Press purchased letter-press books and other material for the Special Reference Library and Circulating Library, amounting to \$538.27, and purchased embossed books from other presses to the value of \$14.44, a total of \$552.71.

THE REPORT OF THE REGISTRAR

ON the first of October, 1937, there were 311 blind persons registered at Perkins Institution, four more than on the corresponding date of the previous year. This number includes 75 boys and 75 girls in the Upper School, 51 boys and 62 girls in the Lower School, 25 teachers and other employees, and 23 adults in the Workshop at South Boston. There are also in residence twelve students enrolled in the Harvard Course on the Education of the Blind. During the year 50 have been admitted and 46 discharged.

Among the unexpected pleasures of this office are the constantly renewed contacts with former pupils. It seems a truism that no one who really becomes a part of the large Perkins family is ever wholly lost to it. In one way or another, by direct communication or through news item or friend, word of those who have gone out from the school reaches us and is always carefully preserved. It is passed around jubilantly when it is good news; it is sighed over regretfully when dark clouds have gathered; but in any case it is received with interest and attention and adds important data to our records. When it indicates success it affords helpful encouragement to those who will come after them.

The passing months have taken their toll from among those who have been associated with the school, and we have to record with sorrow the loss by death of Miss Nettie B. Vose, for forty-six years devoted matron in the little boys' kindergarten; Miss Alice L. Stewart, Perkins, 1918, children's librarian and valued leader along literary paths; Septimus Fraser, Perkins, 1878, respected music teacher and pianist in Canada through many successful years; Miss Mary L. Drowne, long-time music teacher; Mrs. Emily T. Turner, former matron in the boys' department; John Gallagher, faithful engineer and later gardener through many years; and Mrs. Louis Rosenbaum, valued friend of the blind, who was always ready with a helping hand.

GRADUATES OF THE CLASS OF 1937 — Anna Louise Accorsi, Mary Bedrosian, Charles Lewis Brothers, Frances A. J. Buckley, Doris Elsie Chelifou, Emery R. Cliche, Angelina Corsi, Evelyn Mae Crossman, Robert Thomas Fox, Arthur J. Gambardelli, George V. Lahti, Eileen V. McNamara, Kyriaki Nicolaidou, Carmella Pepe, Clyde Earle Richardson, Francis Harold Soutier, Bernice Younie.

CERTIFICATES FROM THE MANUAL TRAINING DEPARTMENT — Angelina Corsi, Mary A. Downey, Eileen V. McNamara.

ANNA GARDNER FISH.

LIST OF PUPILS

OCTOBER 1, 1937

UPPER SCHOOL

Andrews, Mary E.
Antul, Helen.
Bradley, Doris G.
Bresnahan, M. Fay.
Candage, Rachel E.
Ceruleo, Ida.
Clarke, Virginia.
Coombs, Shirley.
Correia, Angelina.
Correia, Fanny.
Cox, Ruth A.
Davy, Lillian.
Del Padre, Eva.
Donovan, Mary E.
Drake, Elaine M.
Eldredge, Frances M.
Falcione, H. Olga.
Feleciano, Adelaide M.
Fenner, L. Mae.
Foley, V. Marion.
Getchell, Barbara.
Gibalerio, Kathryn Z.
Gray, Helen C.
Gurry, Martha V.
Hakey, Jeannette.
Hazlett, Naomi E.
Irwin, Eleanor I.
Johnson, Doris L.
Kennedy, Ethel I.
Kincaide, Dorothy M.
Kowalczyk, Lorraine.
Kucab, Julia A.
Larato, Chiararosa.
Le Blanc, Rita M.
Lemoine, Pauline R.
Le Vasseur, E. Ruth.
Logan, Mertys M.
Lovejoy, Mildred E.
MacDonald, Mona G.
Maffini, Gloria F.
McNamara, Eileen.
McNamara, Lorraine.
Miller, M. Alice.
Minezzi, Virginia L.
Morang, Pauline E.
Moreau, Barbara L.
Mullaney, Margaret L.
Murby, Harriet E.
Nadeau, Cecile.
Nickerson, Vivian M.
Nye, Betty L.
O'Donnell, Louraine.
O'Shea, Anita M.
Oulton, Sabra.
Pepe, M. Angelina.
Platt, Ruth E.
Pomerleau, Grace.
Potter, Ruth.
Price, Ruth E.
Reese, Helen.
Regan, Mary.
Reinert, Marion.
Russo, Rose.
Surprenant, Lillian V.
Swanson, Grace E.
Taylor, Everill.
Tebbetts, Margaret E.
Terrien, Alice M.
Thorne, Alice B.
Tirocchi, Salma.
Tramontozzi, Elena.
True, Wilma L.
Viveiros, Josephine.
Wolfson, Martha.
Youngblood, Mary J.
Allen, Alden E.
Autuori, Americo.
Bailey, Dana M.
Barker, Douglas H.
Beaudry, Roger W.
Benoit, Joseph C.
Borg, Axel.
Bradford, James A.
Briggs, Clarence.
Brzoza, Walter.
Burke, Joseph C.
Burke, William.
Burnham, Rudolph M.
Buttles, Stephen A.
Callero, Joseph E.
Caroselli, Andrea.
Carr, Walter P.
Chapman, Winthrop C.
Cirella, Anthony.
Cliche, Emery.
Cookson, Robert.
Correia, Joseph.
Costa, Jesse.
Delaney, James D.
Desrosiers, Gerard N.
Di Francesco, John.
Dowdy, Leonard.
Dyson, Clinton L.
Fitzpatrick, Henry.
Forte, George E.
Fournier, Francis J.
Garaventa, Arthur.
Garceau, Henry.
Hall, Clifford F.
Heald, John A.
Hilliard, Frank M.
Hunt, Stanton N.
Ireland, Carl V.
King, Carl S.
King, John C.
LeBlanc, W. Thomas.
MacShawson, Irving J.
Martin, Earl.
Maynard, Merrill A.
McGillicuddy, John L.
Moody, Wayne S.
Moreau, F. Roland.

Morris, Kenneth A.
 Morrison, John J.
 Neuwirth, William A.
 Nichols, Alaric G.
 Nichols, Hayden A.
 Pasterczyk, Henry.
 Patch, Robert L.
 Pollino, Anthony.
 Queenan, Leo F.
 Raczkowski, Thaddeus F.
 Ramos, Joseph.
 Roberge, Joseph A.
 Santangelo, Samuel P.
 Scott, Robert J.

Sears, Clifton L.
 Serino, Joseph.
 Small, Philip L.
 Soutier, Francis.
 Starkey, Samuel.
 Stec, Edward R.
 Strangis, John F.
 Swett, Frank A.
 Tancrelle, Gideon.
 Thompson, R. Lawrence.
 Van Vliet, Franklin E.
 Walsh, James.
 Zarr, William.
 Zermas, George.

LOWER SCHOOL

Accorsi, Elizabeth.
 Allen, Margaret J.
 Bamford, Marie.
 Banda, Theresa C.
 Bearce, Dorothy E.
 Beaudette, Marie B.
 Berarducci, Joan E.
 Blakely, Priscilla.
 Blanchette, Esther A.
 Boudreau, Louise.
 Bourdon, Natalie J.
 Budrow, Florence Y.
 Casella, Grace L. T.
 Connolly, Margaret.
 Corkum, Jacqueline T.
 Costa, Alice.
 De Lomba, Mary C.
 Delorey, Elizabeth A.
 Deschesne, Marie.
 Diggdon, Joyce R.
 Dorr, Rosabelle A.
 Farias, Alice.
 Fleming, Lillian G.
 Gaudreau, Lorraine N.
 Germano, Mary L.
 Hayman, Margaret L.
 Helbert, Catherine T.
 Herron, Edith.
 Herron, Melina.
 Hill, Gloria F.
 Homans, Patricia M.
 Kenney, Jean.
 Landi, Elena.
 Langlois, Estelle Y.
 Lozo, Annie M.
 Lundy, Mary T.
 Macdonald, Hope M.
 Marrama, Josephine.
 Martinelli, Mary P.
 McIntosh, Marjorie A.
 Medeiros, Hilda.
 Medeiros, Kathleen R.
 Medeiros, Stella M.
 Metcalf, Gloria C.
 Mulford, Norma J.
 Nicholas, Bernice.
 Nicholas, Doris.
 Otero, Carmela.
 Patch, Joyce M.
 Porcaro, Helena R.
 Porcaro, Marcelline M.
 Potter, Alberta C.
 Reynolds, Dorothy H.
 Robbins, Mary.
 Roode, Marilyn.
 Shipman, Gloria I.
 Stanley, Norma M.

Wilcox, Evelyn A.
 Wright, Louise H.
 Yocom, Dovie Mae.
 Younger, Lorraine.
 Zagunis, Bernice B.
 Allen, James P.
 Ashworth, David A.
 Bertrand, Norman.
 Boroni, Gene.
 Boyd, Vernon I. G.
 Broadbent, Samuel A.
 Bunker, Thomas R.
 Chase, Donald.
 Clarke, Blakely.
 Coiley, C. Richard.
 Cordeau, Francis R.
 Correia, Frank.
 Corsi, Alfred.
 Cotter, Thomas E.
 Crane, Richard L.
 Curtis, Harold A.
 Delaney, Francis.
 Devino, Francis.
 Dolan, Robert.
 Eaton, Richard L.
 Evensen, Richard H.
 Flynn, John T.
 Foley, Francis X.
 Fortes, Andrew.
 Fournier, Arthur J.
 Gagnon, James M. G.
 Gantz, Ralph.
 Gayzagian, Albert K.
 Giggey, Robert J.
 Gillis, Robert A.
 Grover, Raymond E.
 Johansen, Nils A.
 Kiwior, Bronislaw.
 Lewis, Winfield E.
 Little, Hollis A.
 Macomber, Hollis N.
 MacPhee, Ralph.
 McKenne, Thomas M.
 McNally, John R.
 Merriam, Donald P.
 Moseley, Edward L.
 Murphy, William H.
 Peterson, Edmund M.
 Quealy, Patrick J.
 Rosati, Ettore G.
 Sabin, Herbert S.
 Sacco, Anthony.
 Southern, Charles D.
 Stebbins, Donald A.
 Wilbur, Frank A.
 Zina, Walter.

ACKNOWLEDGMENTS

I. — ACKNOWLEDGMENTS FOR CONCERTS, RECITALS AND DRAMATICS

To Mrs. OAKES I. AMES, through Mrs. FREDERICK L. DAY, for seven season tickets for the course of Saturday morning junior concerts in Sanders Theatre, Cambridge.

To Miss FLORENCE W. BIRCHARD and to Miss E. W. MCKIBBEN, for tickets for concerts by the Boston Symphony Orchestra, Symphony Hall, Boston.

To Mrs. T. J. COOLIDGE, for ten tickets for a performance of "Patience" in the Peabody Playhouse, Boston.

To Mrs. HENRY SETON, for twenty tickets for a concert by the Boston Music School Settlement in Jordan Hall, Boston.

To the CATHOLIC GUILD FOR THE BLIND, for thirty-five tickets for a memorial concert by Boston College Music Clubs in Jordan Hall.

To Miss HARRIET A. ELLIS, for a general invitation to the moving-picture "Midsummer Night's Dream" at the Arlington Theatre.

To Miss BETTINA J. KAHNWEILER, for gifts of money on two occasions to be used for the purchase of concert tickets.

To Mr. OSCAR B. CROWERS, for a general invitation to attend the dress rehearsals of two plays, "As Husbands Go" and "Dulcy," given at the Parish House of the First Congregational Church in Winchester.

To Mr. H. L. PARKER, manager of the Paramount Theatre, Newton, for generous invitations to its productions.

II. — ACKNOWLEDGMENTS FOR RECITALS, LECTURES AND DRAMATICS IN OUR HALL

To Mr. GERALD F. FRAZEE, for an organ recital.

To Dr. SAMUEL P. HAYES, for talks on "Busybodies," on "Two Girls: A Contrast in Emotional Control," on "Likes and Dislikes," and on "What are you hiding?"

To the Rev. MERRILL N. ISELY, for a talk on Turkey.

To Mr. GEORG FIOR, for a pianoforte recital.

To Dr. RAY EMSDEN, for a talk on "Signatures."

To Mr. DONALD B. MACMILLAN, for a talk on his Arctic experiences.

To Dr. RANSOM A. GREENE of the Walter E. Fernald State School, Dr. EUGENE R. SMITH of the Beaver Country Day School, Mr. C. ELWOOD DRAKE of the Newton High School, and Mr. HERBERT ARCHIBALD of the Watertown High School, for talks to the Perkins staff.

To Mrs. WINIFRED HATHAWAY, Mr. CLARENCE HAWKES, Father JOHN J. CONNOLLY, and the clergy of Watertown, for chapel talks.

To the patriotic organizations of Watertown, for exercises in commemoration of Memorial Day.

To the JUNIOR LEAGUE of Boston, through Miss JANE MEGREW, for the play "Princess Tenderheart," presented before the kindergarten children.

To students at Tufts College, for a performance of "Hay Fever."

III. — ACKNOWLEDGMENT FOR BOOKS AND PERIODICALS

Embossed Periodicals. — American Review, The Beacon, Braille Courier, Braille Star Theosophist, Catholic Review, Christian Record, Christian Science Bible Lessons, Church Herald for the Blind, Esperanto Ligilio, The Evangel, Herald of Christian Science, The Illuminator, International Braille Magazine, Jewish Braille Review, Lions Juvenile Braille Monthly, Lutheran Herald for the Blind, Lutheran Messenger for the Blind, Matilda Ziegler Magazine, Maryland Oriole, Messenger to the Sightless, National Magazine for the Blind, Our Special, Red and White, The Searchlight, Texas Meteor, Weekly News.

Letter-Press Periodicals. — Arizona Cactus, Blindesaken, Colorado Index, Du Pont Magazine, Ohio Chronicle, Optimist, Our Dumb Animals, Rocky Mountain Leader, Utah Eagle, West Virginia Tablet.

To EDWARD E. ALLEN, JOSEPH KOHN, JOHN J. DUFFY, GLADYS GOVE, A. B. and A. L. KRAMER, Mrs. DOROTHY MURPHY, GEORGE N. PEEK, CLAUDIA POTTER, for letter-press books.

To AMERICAN BROTHERHOOD FOR THE BLIND, BRAILLE INSTITUTE OF AMERICA, MARY BURROUGH, Mrs. HAYJACK, MOON SOCIETY, OVERBROOK SCHOOL FOR THE BLIND, W. P. A. PROJECT, MARY SHEA, Mrs. J. C. STODDER, Dr. M. SAYLE TAYLOR, Sister YVES, for embossed literature and talking book records.

To HELEN B. BARBER, SARAH F. BREMER, JOSEPH KOHN, ALICE B. CONGDON, MARION DAMREN, KATHARINE DODGE, MARTHA P. OBER, MARY E. WHITE, for hand-transcribed books for the circulating library, Upper School.

To ELIZABETH WOODMAN ALLEN, HELEN BROWN, MABEL LOUISE BUTLER, ALICE M. DAY, EDITH DE DOMINICI, EMMA LEET DOWNING, ELSIE L. FLINT, ELIZABETH B. HARRIS, MARY HOLBROOK, JUNIOR RED CROSS of Springfield, Mass., ELEANOR H. LOVETT, Mrs. JAMES R. MACDONALD, LEONORE MCNISH, RUTH MASSEY, MARJORIE NICHOLAS, MARTHA B. OBER, ELLA M. QUIRK, Mrs. FRANK H. THAYER, ANITA S. WARD, DOROTHY CHAMPLIN WAUGH, for hand-transcribed books for the Lower School.

To the BOSTON CHAPTER AMERICAN RED CROSS, for binding many hand-transcribed books.

IV. — ACKNOWLEDGMENTS FOR GIFTS AND SERVICES

To Mrs. E. PREBLE MOTLEY, Mrs. LARZ ANDERSON, Mrs. W. CHASE, Mrs. FRANCES D. SHEPARD, Mrs. MAURICE MARCOUX and an anonymous friend, for gifts of money at Christmas time; to the DAUGHTERS OF VERMONT, for Christmas presents for the Vermont pupils; to Mr. CONSTANTINE A. BELASH, for Christmas candy; and to Miss MARION R. CASE, for Christmas greens.

To Miss ROSANNA D. THORNDIKE, for contributions to our Vacation Fund.

To Mrs. HOMER GAGE, for a party, for personal assistance for some of our children, and for aid in their home-going.

To Mrs. CHARLES H. COX, Mrs. JESSE DREW, Mrs. LOUIS ROSENBAUM, Miss S. G. JEWETT, Mrs. N. D. NEXON, Mrs. HENRY FRIEDMAN, the JUNIOR GROUP of the American Legion Auxiliary, Belmont-Waverley Unit, through Mrs. WALTER C. CONROY, and to the NEW ENGLAND TELEPHONE AND TELEGRAPH COMPANY, for gifts of clothing; to the JUNIOR QUINCY WOMAN'S CLUB, for money for the purchase of clothing; to Mrs. L. P. BRECKENRIDGE, for several pairs of mittens; and to the LADIES' VISITING COMMITTEE, for mittens and overshoes.

To Mr. WILLIAM SOLOMON, for pieces of textile materials; and to Mr. GEORGE WRIGHT of Carter, Rice & Company, for a quantity of string.

To Mr. DELCEVARE KING, Mrs. EDWARD H. MOSELEY and Mrs. EDWARD CUNNINGHAM, for confectionery.

To the EAST LEE SCHOOL, and to CHILDREN OF THE JUNIOR DEPARTMENT OF THE CONGREGATIONAL CHURCH, Brighton, for valentines.

To Miss SOPHIA A. UNDERWOOD, for a collection of shells; and to Mrs. EDITH ORMO, for some Mexican dolls.

To Mrs. MINNIE HOWLAND, for a doll; to Miss ELIZABETH CARPENTER, for a toy; and to Mrs. FRANK KNOWLTON, for a toy electric train with track and stations.

To Mrs. GEORGE H. MONKS, for a picture; and to the WATERTOWN FURNITURE COMPANY, through Mr. JACOBSON, for a desk and chair for a little deaf-blind pupil.

To Miss HARRIET E. WALWORTH, for a fine Steinway upright piano.

To Miss MARY V. IASIGI, for a Victrola with records; to Mr. FLOYD SHORT, for 333 records; and to Miss FRED A. MORRISON, for an Introphonic Victrola with two cases of records.

To Mrs. CHARLES WETHERILL, for a picture of LAURA BRIDGMAN; and to Mr. H. RANDOLPH LATINER of the Pennsylvania Association for the Blind, for specimens of Laura's writing and handiwork, and for an example of the work of Rebecca Young, a deaf-blind pupil in Maryland.

To Mr. JOE RUBIN, for a generous supply of tickets for the children's enjoyment of swan-boat and merry-go-round rides, and of Barnum and Bailey's circus; to Mrs. MARY O'NEIL, for confectionery; and to Miss DORIS LOVELL, who included ten of our children in a picnic which she gave to her class in the Sunday School of Second Church, Newton.

To the BOSTON COMMITTEE FOR THE BLIND, Miss JESSIE GOLDSMITH, chairman, Mrs. HENRY E. FRIEDMAN, chairman of entertainment, for many special gifts, sociables for the cottage families, personal services to certain pupils, assistance in providing camping trips for some of the boys, and regular transportation for several pupils to and from Temple Israel, Boston.

To the parish of ST. PATRICK'S CHURCH, Watertown, for safe and regular transportation of pupils to and from services at that church.

To the CATHOLIC GUILD FOR THE BLIND, through Father JOHN J. CONNOLLY and Mrs. JOHN H. RATIGAN, for many helpful services and personal interest in our school; and to Miss NANCY MORSE, Miss MARGARET HOWELL, Mrs. PERCY CROCKER and Miss JEANNETTE HODGES, for services rendered.

To Mr. ARNO H. NEHLING, for an invitation to our pupils to attend the Flower Show in Mechanics Hall, Boston.

To Mr. G. PEABODY GARDNER, Jr., for making it possible for our children to visit a steamship; and to Mr. M. K. DUGAN, for a trip to Readville and the inspection of a train.

To Mr. GEORGE STEVENS, for a braille slate and board, belonging to the late Miss Jenny Brooks of Salem.

STATEMENT OF ACCOUNTS

BOSTON, October 4, 1937.

To the Board of Trustees, Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts.

GENTLEMEN:— I have audited the accounts of the Treasurer of the Institution, for the fiscal year ending August 31, 1937, and have found that all income from investments and proceeds from sales of securities have been accounted for, and that the donations, subscriptions, miscellaneous receipts, as shown by the books, have been deposited in bank to the credit of the Treasurer of the Institution.

I have vouched all disbursements and verified the bank balances as at the close of the fiscal year.

All of the securities, as shown by the books, were verified by certification of the custodian, the New England Trust Company.

In my opinion, the accompanying statements, covering the Institution, Howe Memorial Press Fund, and Kindergarten, correctly set forth the income and expenditures for the fiscal year ending August 31, 1937.

Respectfully submitted,

JOHN MONTGOMERY,
Certified Public Accountant.

INSTITUTION

BALANCE SHEET, AUGUST 31, 1937

Assets

Plant:			
Real estate, Watertown — less depreciation	\$430,564	01	
Real estate, South Boston	91,000	00	
Real estate, Boston — less depreciation	43,042	97	
			\$564,606 98
Equipment:			
Tools, etc.	\$6,784	85	
Furniture and household	15,485	67	
Music department	21,325	00	
Library department	112,491	77	
Works department	24,467	76	
			180,555 05
Investments:			
Real estate — less depreciation	\$236,407	15	
Securities	1,929,791	23	
Securities — Varnum Fund	190,377	07	
Securities — Baker Fund	14,202	54	
			2,370,777 99
Inventory of provisions and supplies			3,693 62
Accounts receivable			1,644 47
Cash on hand			82,512 14
Total	\$3,203,790	25	

Liabilities

General account		\$274,765 19
Funds and legacies:		
General	\$2,191,892 84	
Permanent	583,963 91	
Special	132,715 96	
		<u>2,908,572 71</u>
Unexpended income, special funds		14,905 12
Clock and organ fund		564 19
Accounts payable		767 93
Vouchers payable		1,822 12
Taxes unpaid		2,170 70
Suspense		222 29
		<u>222 29</u>
Total		<u><u>\$3,203,790 25</u></u>

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1937

Interest and dividends, general purposes	\$103,378 74	
Interest and dividends, special funds	4,318 46	
Interest and dividends, Varnum Fund	13,674 88	
	<u>\$121,372 08</u>	
Less rent, net loss	4,949 36	
		<u>\$116,422 72</u>
Annuities		595 74
Donations		457 94
Tuition and board, Massachusetts	\$62,200 00	
Tuition and board, others	27,270 00	
		<u>89,470 00</u>
Total		<u>\$206,946 40</u>
Less special fund income to special fund accounts	\$4,318 46	
Less deferred depreciation on invested real estate	23,958 41	
		<u>28,276 87</u>
Net income available for general purposes		<u><u>\$178,669 53</u></u>
Expenses:		
Pensions	\$7,399 00	
Treasurer's miscellaneous expenses	1,224 90	
Expenses, 133 Newbury Street	150 84	
Depreciation, 133 Newbury Street	419 57	
Fire insurance premiums	274 29	
Net charge to Director (see detailed statement)	168,046 97	
		<u>177,515 57</u>
Income in excess of expenses		<u><u>\$1,153 96</u></u>

Director's Expense Account

YEAR ENDING AUGUST 31, 1937

Administration:		
Salaries	\$8,252 94	
Supplies	813 37	
Telephone and telegraph	746 15	
Publicity	2,202 64	
		<u>\$12,015 10</u>
Special departments:		
Library salaries	\$1,695 04	
Library supplies	277 88	
		<u>\$1,972 92</u>
Health salaries	\$2,125 00	
Health supplies	651 15	
		<u>2,776 15</u>
Hospitalization		334 58
Personnel salaries	\$3,520 00	
Personnel supplies	273 76	
		<u>3,793 76</u>
		<u>8,877 41</u>

Education:			
Literary salaries	\$22,320 00		
Literary supplies	1,459 86		
		\$23,779 86	
Manual training salaries	\$10,350 00		
Manual training supplies	188 73		
		10,538 73	
Music salaries	\$8,537 00		
Music supplies	267 17		
		8,804 17	
Depreciation music department		1,850 00	
			\$44,972 76
Household:			
Salaries		\$19,910 71	
Food		17,294 63	
Furnishings and supplies		4,906 62	
Laundry salaries		2,148 04	
Laundry supplies		295 33	
Depreciation on furnishings and household equipment		1,429 15	
			45,984 48
Maintenance:			
Engineers' salaries	\$6,466 84		
Light, heat, power and supplies	13,923 48		
		\$20,390 32	
Building salaries	\$4,354 14		
Building supplies and repairs	2,834 37		
		7,188 51	
Ground salaries	\$3,821 58		
Ground supplies	1,574 94		
		5,396 52	
Depreciation on buildings, Watertown		14,232 37	
Depreciation on tools and equipment		900 94	
			48,108 66
Other expenses:			
Automobile	\$601 65		
Liability and automobile insurance	917 72		
Pension retirement plan \$4,532 27			
Less contributed by employees	2,015 68		
		2,516 59	
Industrial department	615 64		
Tuning department	3,049 65		
Loss on bad debts	328 33		
Extraordinary expense	150 00		
Deaf-blind project	2,617 31		
Net loss — Works Department	1,153 43		
Total other expenses		\$11,950 32	
Less credits:			
Discounts	\$198 16		
Industrial department	739 15		
Tuning income	2,858 83		
Exchange of automobile	65 62		
		3,861 76	
			8,088 56
Net charge to Director			\$168,046 97

Income Special Funds

On hand September 1, 1936		\$13,509 49
Add income 1936-1937		4,298 46
Total		\$17,807 95
Distributed		2,902 83
Unexpended income August 31, 1937		\$14,905 12

WORKS DEPARTMENT

BALANCE SHEET, AUGUST 31, 1937

<i>Assets</i>		
Cash		\$499 84
Accounts receivable		4,344 32
Merchandise inventory		8,865 41
Machinery and tools		4,874 63
Furniture and fixtures		5,471 56
Auto trucks		884 19
Total		\$24,939 95
 <i>Liabilities</i> 		
Vouchers payable		\$472 19
Main office	\$25,621 19	
Less net loss	1,153 43	
		<u>24,467 76</u>
Total		\$24,939 95

PROFIT AND LOSS, AUGUST 31, 1937

<i>Revenue</i>		
Sales		\$48,586 89
 <i>Expenditures</i> 		
Materials used	\$12,385 72	
Salaries and wages	30,091 41	
General expense	4,948 34	
Auto trucks expense	632 14	
Pension retirement plan	\$257 28	
Less contributed by employees	56 76	
		<u>200 52</u>
Total expenditures		48,258 13
Gain		\$328 76
Less:		
Depreciation on fixed assets	\$1,334 47	
Loss on bad accounts	147 72	
		<u>1,482 19</u>
Net loss for the year ending August 31, 1937		\$1,153 43

INSTITUTION FUNDS, AUGUST 31, 1937

Special funds:		
Robert C. Billings (for deaf, dumb and blind)	\$4,000 00	
Mary Alice Butler (for reading matter for the blind)	3,703 62	
Marks I. Cohen (for Jewish children) (spent)	-	
Deaf-Blind Fund	21,551 00	
John D. Fisher (education teachers and others)	5,230 00	
Joseph B. Glover (for blind and deaf)	5,000 00	
John Goldthwait (charitable)	1,333 15	
Harris Fund (outdoor relief)	26,667 00	
Maria Kemble Oliver (concert tickets)	15,000 00	
Prescott (education teachers and others)	21,231 45	
Elizabeth P. Putnam (higher education)	1,000 00	
Richard M. Saltonstall (use Trustees)	3,000 00	
A. Shuman (clothing)	1,000 00	
Augustine Shurtleff (for deaf, dumb and blind)	1,750 00	
Thomas Stringer (care of T. S., etc.)	15,880 32	
Julia E. Turner (education of worthy needy)	6,369 42	
		<u>\$132,715 96</u>
Permanent funds (income for general purposes):		
George Baird	\$12,895 21	
Charles Tidd Baker Fund	14,705 84	
Charlotte Billings	40,507 00	
Frank W. Boles	76,329 02	
Stoddard Capen	13,770 00	
Jennie M. Colby, in memory of	100 00	

Permanent funds (income for general purposes) — *Con.*

Ella Newman Curtis Fund	\$2,000 00
Stephen Fairbanks	10,000 00
David H. Fanning	5,010 56
Helen Osborne Gary	10,000 00
Harris Fund (general purposes)	53,333 00
Harriet S. Hazeltine Fund	5,000 00
Benjamin Humphrey	25,000 00
Prentiss M. Kent	2,500 00
Kate M. Morse Fund	5,000 00
Jonathan E. Pecker	950 00
Richard Perkins	20,000 00
Henry L. Pierce	20,000 00
Mrs. Marilla L. Pitts, in memory of	5,000 00
Frederick W. Prescott, endowment	25,338 95
Frank Davison Rust Memorial	4,000 00
Samuel E. Sawyer	2,174 77
Charles Frederick Smith	8,663 00
Timothy Smith	2,000 00
Mary Lowell Stone Fund	4,000 00
George W. Thym	5,054 66
Alfred T. Turner	1,000 00
Levina B. Urbino	500 00
William Varnum Fund	191,137 90
Ann White Vose	12,994 00
Charles L. Young	5,000 00

\$583,963 91

General funds (principal and income for general purposes) :

Elizabeth B. Allen	\$500 00
Nora Ambrose, in memory of	300 00
Charlotte H. Andrews	15,169 87
Ellen S. Bacon	5,000 00
Elizabeth B. Bailey	3,000 00
Eleanor J. W. Baker	2,500 00
Calvin W. Barker	1,859 32
Lucy B. Barker	5,953 21
Francis Bartlett	2,500 00
Elizabeth Howard Bartol	5,000 00
Mary Bartol	300 00
Thompson Baxter	322 50
Samuel Benjamin	250 00
Robert C. Billings	25,000 00
George Nixon Black	10,000 00
Susan A. Blaisdell	5,832 66
Dehon Blake	500 00
William T. Bolton	555 22
George W. Boyd	5,000 00
Caroline E. Boyden	1,930 39
Mary I. Brackett	5,263 33
J. Putnam Bradlee	268,391 24
Charlotte A. Bradstreet	23,273 49
Ellen F. Bragg	8,006 68
Lucy S. Brewer	10,215 36
Florence N. Bridgman	500 00
J. Edward Brown	100,000 00
Maria A. Burnham	10,000 00
T. O. H. P. Burnham	5,000 00
Abbie Y. Burr	200 00
Annie E. Caldwell	4,000 00
Emma C. Campbell	1,000 00
Ellen G. Cary	50,000 00
Katherine F. Casey	100 00
Edward F. Cate	5,000 00
Robert R. Centro, in memory of	10,000 00
Fanny Channing	2,000 00
Mary F. Cheever	200 00
Ida May Chickering	1,052 03
Ann Eliza Colburn	5,000 00
Susan J. Conant	500 00
William A. Copeland	1,000 00
Louise F. Crane	5,000 00
W. Murray Crane	10,000 00
Harriet Otis Craft	6,000 00
David Cummings	7,723 07

General funds (principal and income for general purposes) — *Con.*

Chastine L. Cushing	\$500 00
I. W. Danforth	2,500 00
Charles L. Davis	1,000 00
Etta S. Davis	8,027 87
Susan L. Davis	1,500 00
Joseph Descalzo	1,000 00
Elsie C. Disher	163,250 07
John H. Dix	10,000 00
Mary Frances Drown	20,762 43
Alice J. H. Dwinell	200 00
Amelia G. Dyer	40,043 00
Mary Agnes Eaton	3,078 88
Mary E. Eaton	5,000 00
William Eaton	500 00
David J. Edwards	500 00
Ann J. Ellis	1,023 00
Martha S. Ensign	2,505 48
Orient H. Eustis	500 00
Sarah M. Farr	64,247 43
Mortimer C. Ferris Memorial	1,000 00
Annie M. Findley	500 00
Thomas B. Fitzpatrick	1,000 00
John Forrest	1,000 00
Ann Maria Fosdick	14,333 79
Nancy H. Fosdick	3,937 21
Sarah E. Foster	200 00
Mary Helen Freeman	1,000 00
Cornelia Anne French	10,000 00
Martha A. French	164 40
Ephraim L. Frothingham	1,825 97
Jessie P. Fuller	200 00
Thomas Gaffield	6,685 38
Albert Glover	1,000 00
Joseph B. Glover	5,000 00
Benjamin H. Goldsmith	11,199 68
Charlotte L. Goodnow	6,471 23
Maria W. Goulding	2,332 48
Charles G. Green	39,328 65
Amelia Greenbaum	500 00
Mary Louise Greenleaf	199,189 94
Ellen Page Hall	10,037 78
Ellen Hammond	1,000 00
Hattie S. Hathaway	500 00
Jerusha F. Hathaway	5,000 00
Lucy Hathaway	4,577 00
Edward J. and Georgia M. Hathorne Fund	50,017 68
Charles H. Hayden	29,961 01
John C. Haynes	1,000 00
Mary E. T. Healy	200 00
Joseph H. Heywood	500 00
Ira Hiland	3,893 37
George A. Hill	100 00
Margaret A. Holden	3,708 32
Margaret J. Hourihan	200 00
Charles Sylvester Hutchinson	2,156 00
Katharine C. Ireson	52,037 62
Eliza J. Kean	50,424 64
Marie L. Keith	2,000 00
Harriet B. Kempster	1,144 13
Ernestine M. Kettle	9,975 00
B. Marion Keyes	6,350 00
Lulu S. Kimball	10,000 00
Lydia F. Knowles	50 00
Davis Krokyn	100 00
Catherine M. Lamson	6,000 00
Susan M. Lane	815 71
Lewis A. Leland	415 67
Benjamin Levy	500 00
E. E. Linderholm	505 56
William Litchfield	7,951 48
Mary I. Locke	8,361 89
Hannah W. Loring	9,500 00
Adolph S. Lundin	100 00
Susan B. Lyman	4,809 78

General funds (principal and income for general purposes) — *Con.*

Stephen W. Marston	\$5,000 00
Elizabeth S. Martin	1,000 00
William H. Maynard	22,457 42
Charles Merriam	1,000 00
Mary H. Miller	1,012 50
Louise Chandler Moulton	6,600 00
Mary A. Muldoon	100 00
Sarah M. Nathan	500 00
Joseph F. Noera	2,000 00
Ella Nye	50 00
Emily C. O'Shea	1,000 00
Sarah Irene Parker	699 41
William Prentiss Parker	2,500 00
George Francis Parkman	50,000 00
Grace Parkman	500 00
Philip G. Peabody	1,200 00
Elizabeth W. Perkins	2,000 00
Ellen F. Perkins	2,500 00
Edward D. Peters	500 00
Clara J. Pitts	2,000 00
George F. Poland	75 00
Elizabeth B. Porter	5,449 50
Sarah E. Pratt	2,988 34
Sarah S. Pratt	5,000 00
Francis I. Proctor	10,000 00
Grace E. Reed	5,054 25
Matilda B. Richardson	300 00
William L. Richardson	50,000 00
Anne Augusta Robinson	212 20
Julia M. Roby	500 00
Mary L. Ruggles	3,000 00
Elizabeth H. Russell	500 00
Marian Russell	5,000 00
Nancy E. Rust	2,640 00
Emily E. St. John	5,015 00
Joseph Scholfield	2,500 00
Sarah E. Seabury	3,116 01
Richard Black Sewell	25,000 00
Charles F. Sherman	2,000 00
Margaret A. Simpson	968 57
Ellen V. Smith	25,000 00
Esther W. Smith	5,000 00
Sarah F. Smith	3,000 00
The Maria Spear Bequest for the Blind	15,000 00
Henry F. Spencer	1,000 00
Cora N. T. Stearns	53,558 50
Henry A. Stickney	2,410 00
Lucretia J. Stoehr	2,967 26
Joseph C. Storey	122,529 58
Sophronia S. Sunbury	365 19
Mary F. Swift	1,391 00
William Taylor	893 36
Joanna C. Thompson	1,000 00
William Timlin	7,820 00
Alice W. Torrey	71,560 00
Sarah E. Trott	2,795 86
Mary Wilson Tucker	481 11
George B. Upton	10,000 00
Charles A. Vialle	1,990 00
Abbie T. Vose	1,000 00
Nancie S. Vose	300 00
Horace W. Wadleigh	2,000 00
Joseph K. Wait	3,000 00
Harriet Ware	1,952 02
Allena F. Warren	2,828 33
William H. Warren	4,073 17
Charles F. Webber	13,076 00
Eleanore C. Weld	5,000 00
Mary Ann P. Weld	2,000 00
Oliver M. Wentworth	300 00
Cordelia H. Wheeler	800 00
Opha J. Wheeler	3,086 77
Sarah L. Whitmarsh	2,000 00
Samuel Brenton Whitney	1,000 00

General funds (principal and income for general purposes) — <i>Con.</i>	
Adelia C. Williams	\$1,000 00
Judson Williams	3,628 46
Lucy B. Willson, in memory of	800 00
Mehitable C. C. Wilson	543 75
Esther F. Wright	6,006 38
Thomas T. Wyman	20,000 00
Fanny Young	8,000 00
William B. Young	1,000 00
	<hr/>
	\$2,191,892 84
	<hr/> <hr/>
	\$2,908,572 71

KINDERGARTEN

BALANCE SHEET, AUGUST 31, 1937

<i>Assets</i>	
Plant:	
Real estate, Watertown — less depreciation	\$347,115 70
Equipment:	
Furniture and household	\$11,381 04
Tools, etc.	5,325 46
Music department	8,750 00
Library department	86 59
	<hr/>
	25,543 09
Investments:	
Real estate — less depreciation	\$349,935 09
Securities	2,068,264 42
Securities — Baker Fund	21,321 55
	<hr/>
	2,439,521 06
Inventory of provisions and supplies	3,502 06
Accounts receivable	1,515 08
Cash on hand	47,180 37
	<hr/>
Total	<u>\$2,864,377 36</u>

<i>Liabilities</i>	
General account	\$672,754 01
Funds and legacies:	
General	\$1,925,852 03
Permanent	215,561 85
Special	27,985 35
	<hr/>
	2,169,399 23
Unexpended income, special funds	12,525 50
Vouchers payable	1,303 67
Accounts payable	975 95
Taxes unpaid	7,419 00
	<hr/>
Total	<u>\$2,864,377 36</u>

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1937

Interest and dividends, general purposes	\$117,118 95	
Interest and dividends, special funds	1,119 41	
	<hr/>	
	\$118,238 36	
Less rent, net loss	4,139 31	\$114,099 05
Tuition and board, Massachusetts	\$38,415 00	
Tuition and board, others	27,570 00	
	<hr/>	
		65,985 00
Total		\$180,084 05
Less special income to special fund accounts	\$1,119 41	
Less deferred depreciation on invested real estate	23,629 97	
	<hr/>	
		24,749 38
Net income available for general purposes		\$155,334 67

Expenses:			
Pensions		\$7,975	00
Treasurer's miscellaneous expenses		1,217	13
Fire insurance premiums		274	29
Net charge to Director (see detailed statement)		145,068	79
			<u>\$154,535 21</u>
Income in excess of expenses			<u>\$799 46</u>

Director's Expense Account
YEAR ENDING AUGUST 31, 1937

Administration:				
Salaries		\$8,252	95	
Supplies		716	64	
Telephone and telegraph		746	01	
Publicity		2,263	27	
				<u>\$11,978 87</u>
Special departments:				
Library salaries	\$1,669	92		
Library supplies	147	54		
				<u>\$1,817 46</u>
Health salaries	\$2,185	00		
Health supplies	668	96		
				<u>2,853 96</u>
Hospitalization			97	37
Personnel salaries	\$6,045	00		
Personnel supplies	130	36		
				<u>6,175 36</u>
				10,944 15
Education:				
Literary salaries	\$17,384	40		
Literary supplies	863	75		
				<u>\$18,248 15</u>
Manual training salaries			3,951	60
Music salaries	\$3,200	00		
Music supplies	264	29		
Depreciation	175	00		
				<u>3,639 29</u>
Deaf and blind salaries	\$4,674	50		
Deaf and blind supplies	124	57		
				<u>4,799 07</u>
				30,638 11
Household:				
Salaries		\$17,899	13	
Food		17,245	22	
Furnishings and supplies		4,133	63	
Laundry salaries		2,148	79	
Laundry supplies		295	29	
Depreciation on furnishings and household equipment		1,205	40	
				<u>42,927 46</u>
Maintenance:				
Engineers' salaries	\$6,466	83		
Light, heat, power and supplies	13,715	87		
				<u>\$20,182 70</u>
Building salaries	\$4,294	16		
Building supplies and repairs	2,874	04		
				<u>7,168 20</u>
Ground salaries	\$3,821	58		
Ground supplies	1,574	22		
				<u>5,395 80</u>
Depreciation on buildings, Watertown			11,223	94
Depreciation on tools and equipment			770	23
				<u>44,740 87</u>
Other expenses:				
Automobile		\$601	52	
Liability and automobile insurance		671	23	
Pension retirement plan	\$3,965	32		
Less contributed by employees	1,604	40		
				<u>2,360 92</u>
Loss on bad debts			280	78
Extraordinary expense			175	00
				<u>\$4,089 45</u>

Less credits:			
Discounts	\$184	50	
Exchange of automobile	65	62	
			\$250 12
			<u>\$3,839 33</u>
Net charge to Director			<u>\$145,068 79</u>

Income Special Funds

On hand September 1, 1936			\$11,893 48
Add income 1936-37			1,119 41
Total			<u>\$13,012 89</u>
Distributed			487 39
Unexpended income August 31, 1937			<u>\$12,525 50</u>

KINDERGARTEN FUNDS, AUGUST 31, 1937

Special funds:			
Charles Wells Cook (scholarship)	\$5,000	00	
Helen Atkins Edmands Memorial (scholarship)	5,000	00	
Glover Fund (Albert Glover, blind deaf mutes)	1,054	10	
Ira Hiland (income to W. E. R. for life)	1,000	00	
Emmeline Morse Lane (books)	1,000	00	
Leonard and Jerusha Hyde Room	4,000	00	
Dr. Ruey B. Stevens (clothing)	4,000	00	
Lucy H. Stratton (Anagnos Cottage)	6,931	25	
			<u>\$27,985 35</u>

Permanent funds (income for general purposes):			
Mary D. Balfour	\$5,692	30	
Charles Tidd Baker Fund	22,061	97	
William Leonard Benedict, Jr., Memorial	1,000	00	
Samuel A. Borden	4,675	00	
A. A. C., in Memoriam	500	00	
Helen G. Coburn	9,980	10	
M. Jane Wellington Danforth Fund	10,000	00	
Caroline T. Downes	12,950	00	
Charles H. Draper	23,934	13	
Eliza J. Bell Draper Fund	1,500	00	
George R. Emerson	5,000	00	
Mary Eveleth	1,000	00	
Eugenia F. Farnham	1,015	00	
Susan W. Farwell	500	00	
John Foster	5,000	00	
The Luther & Mary Gilbert Fund	8,541	77	
Albert Glover	1,000	00	
Mrs. Jerome Jones Fund	9,935	95	
Charles Larned	5,000	00	
George F. Parkman	3,500	00	
Catherine P. Perkins	10,000	00	
Frank Davison Rust Memorial	15,600	00	
Caroline O. Seabury	1,000	00	
Phoebe Hill Simpson	3,446	11	
Eliza Sturgis Fund	21,729	52	
Abby K. Sweetser	25,000	00	
Hannah R. Sweetser Fund	5,000	00	
Levina B. Urbino	500	00	
May Rosevear White	500	00	
			<u>\$215,561 85</u>

General funds (principal and income for general purposes):			
Emilie Albee	\$150	00	
Lydia A. Allen	748	38	
Michael Anagnos	3,000	00	
Harriet T. Andrew	5,000	00	
Martha B. Angell	34,370	83	
Mrs. William Appleton	18,000	00	
Elizabeth H. Bailey	500	00	
Eleanor J. W. Baker	2,500	00	
Ellen M. Baker	13,053	48	
Mary D. Barrett	1,000	00	
Nancy Bartlett Fund	500	00	

General funds (principal and income for general purposes) — *Con.*

Sidney Bartlett	\$10,000 00
Emma M. Bass	1,000 00
Sarah E. J. Baxter	48,505 59
Thompson Baxter	322 50
Robert C. Billings	10,000 00
Sarah Bradford	100 00
Helen C. Bradlee	140,000 00
J. Putnam Bradlee	168,391 24
Charlotte A. Bradstreet	13,576 19
Ellen F. Bragg	8,006 69
Lucy S. Brewer	2,791 18
Sarah Crocker Brewster	500 00
Ellen Sophia Brown	1,000 00
Rebecca W. Brown	8,977 55
Harriet Tilden Browne	2,000 00
Katherine E. Bullard	2,500 00
Annie E. Caldwell	5,000 00
John W. Carter	500 00
Kate H. Chamberlin	5,715 07
Adeline M. Chapin	400 00
Benjamin P. Cheney	5,000 00
Fanny C. Coburn	424 06
Charles H. Colburn	1,000 00
Helen Collamore	5,000 00
Anna T. Coolidge	53,873 38
Mrs. Edward Cordis	300 00
Sarah Silver Cox	5,000 00
Lavonne E. Crane	3,365 21
Susan T. Crosby	100 00
Margaret K. Cummings	5,000 00
James H. Danforth	1,000 00
Catherine L. Donnison Memorial	1,000 00
George E. Downes	3,000 00
Amanda E. Dwight	6,295 00
Lucy A. Dwight	4,000 00
Harriet H. Ellis	6,074 79
Mary E. Emerson	1,000 00
Mary B. Emmons	1,000 00
Arthur F. Estabrook	2,000 00
Ida F. Estabrook	2,114 00
Orient H. Eustis	500 00
Annie Louisa Fay Memorial	1,000 00
Sarah M. Fay	15,000 00
Charlotte M. Fiske	5,000 00
Ann Maria Fosdick	14,333 79
Nancy H. Fosdick	3,937 21
Fanny Foster	269,697 36
Margaret W. Frothingham	500 00
Elizabeth W. Gay	7,931 00
Ellen M. Gifford	5,000 00
Joseph P. Glover	5,000 00
Matilda Goddard	300 00
Anna L. Gray	1,000 00
Maria L. Gray	200 00
Caroline H. Greene	1,000 00
Amelia Greenbaum	1,000 00
Mary L. Greenleaf	5,157 75
Josephine S. Hall	3,000 00
Allen Haskell	500 00
Mary J. Haskell	8,687 65
Jennie B. Hatch	900 00
Olive E. Hayden	4,622 45
Jane H. Hodges	300 00
Margaret A. Holden	2,360 67
Marion D. Hollingsworth	1,000 00
Frances H. Hood	100 00
Abigail W. Howe	1,000 00
Martha R. Hunt	10,000 00
Ezra S. Jackson	688 67
Caroline E. Jenks	100 00
Ellen M. Jones	500 00
Hannah W. Kendall	2,515 38
Clara P. Kimball	10,000 00

General funds (principal and income for general purposes) — <i>Con.</i>	
David P. Kimball	\$5,000 00
Moses Kimball	1,000 00
Ann E. Lambert	700 00
Jean Munroe Le Brun	1,000 00
Willard H. Lethbridge	28,179 41
William Litchfield	6,800 00
Mary Ann Locke	5,874 00
Robert W. Lord	1,000 00
Elisha T. Loring	5,000 00
Sophia N. Low	1,000 00
Thomas Mack	1,000 00
Augustus D. Manson	8,134 00
Calanthe E. Marsh	18,840 33
Sarah L. Marsh	1,000 00
Waldo Marsh	500 00
Annie B. Matthews	45,086 40
Rebecca S. Melvin	23,545 55
Georgina Merrill	4,773 80
Ira L. Moore	959 09
Louise Chandler Moulton	10,000 00
Maria Murdock	1,000 00
Mary Abbie Newell	5,903 65
Margaret S. Otis	1,000 00
Jeannie Warren Paine	1,000 00
Anna R. Palfrey	50 00
Sarah Irene Parker	699 41
Anna Q. T. Parsons	4,019 52
Helen M. Parsons	500 00
Edward D. Peters	500 00
Henry M. Peysers	5,678 25
Mary J. Phipps	2,000 00
Caroline S. Pickman	1,000 00
Katherine C. Pierce	5,000 00
Helen A. Porter	50 00
Sarah E. Potter Endowment	425,014 44
Francis L. Pratt	100 00
Emma Reed	906 27
Mary S. C. Reed	5,000 00
William Ward Rhoades	7,507 86
Jane Roberts	93,025 55
John M. Rodocanachi	2,250 00
Dorothy Roffe	500 00
Clara Bates Rogers	2,000 00
Rhoda Rogers	500 00
Mrs. Benjamin S. Rotch	8,500 00
Edith Rotch	10,000 00
Rebecca Salisbury	200 00
J. Pauline Schenkl	10,955 26
Joseph Scholfield	3,000 00
Eliza B. Seymour	5,000 00
Esther W. Smith	5,000 00
Annie E. Snow	9,903 27
Adelaide Standish	5,000 00
Elizabeth G. Stuart	2,000 00
Benjamin Sweetzer	2,000 00
Harriet Taber Fund	622 81
Sarah W. Taber	1,000 00
Mary L. Talbot	630 00
Cornelia V. R. Thayer	10,000 00
Delia D. Thorndike	5,000 00
Elizabeth L. Tilton	300 00
Betsey B. Tolman	500 00
Transcript, ten dollar fund	5,666 95
Mary Wilson Tucker	481 11
Mary B. Turner	7,582 90
Royal W. Turner	24,089 02
Minnie H. Underhill	1,000 00
Charles A. Vialle	1,990 00
Rebecca P. Wainwright	1,000 00
George W. Wales	5,000 00
Maria W. Wales	20,000 00
Gertrude A. Walker	112 20
Mrs. Charles E. Ware	4,000 00

General funds (principal and income for general purposes) — <i>Con.</i>	
Rebecca B. Warren	\$5,000 00
Jennie A. (Shaw) Waterhouse	565 84
Mary H. Watson	100 00
Ralph Watson Memorial	237 92
Isabella M. Weld	14,795 06
Mary Whitehead	666 00
Evelyn A. Whitney Fund	4,888 00
Julia A. Whitney	100 00
Sarah W. Whitney	150 62
Betsy S. Wilder	500 00
Hannah Catherine Wiley	200 00
Mary W. Wiley	150 00
Mary Williams	5,000 00
Almira F. Winslow	306 80
Eliza C. Winthrop	5,041 67
Harriet F. Wolcott	5,532 00
	<hr/>
	\$1,925,852 03
	<hr/>
	<u>\$2,169,399 23</u>

HOWE MEMORIAL PRESS FUND

BALANCE SHEET, AUGUST 31, 1937

Assets

Equipment and supplies:	
Machinery	\$3,042 32
Furniture and fixtures	276 89
Printing inventory	8,926 06
Appliances inventory	6,610 74
Embossing inventory	1,000 72
Stationery, etc., inventory	1,010 28
	<hr/>
	\$20,867 01
Investments:	
Securities	258,672 52
Accounts receivable	2,021 74
Cash on hand	7,053 65
	<hr/>
Total	<u>\$288,614 92</u>

Liabilities

General account		\$251,268 65
Funds and legacies:		
Special	\$24,839 10	
General	12,190 00	
	<hr/>	37,029 10
Accounts payable		246 48
Vouchers payable		70 69
	<hr/>	
Total		<u>\$288,614 92</u>

Treasurer's Condensed Income Account

YEAR ENDING AUGUST 31, 1937

Interest and dividends, general purposes	\$16,581 61
Interest and dividends, special funds	1,033 56
	<hr/>
Net income available for general purposes	\$17,615 17
Expenses:	
Pensions	\$300 00
Treasurer's miscellaneous expenses	100 45
Net charge to manager (see detailed statement)	11,637 80
	<hr/>
	12,038 25
	<hr/>
Income in excess of expenses	<u>\$5,576 92</u>

Manager's Expense Account

YEAR ENDING AUGUST 31, 1937

Maintenance and operation of plant:

Embossing	\$5,326 53
Printing	7,361 13
Appliances	7,464 62
Stationery	533 36
Library	2,015 28
Depreciation on machinery and equipment	368 79
Salaries	2,200 00
Miscellaneous	291 68
Pension retirement plan	\$597 62
Less contributed by employees	153 24
	444 38

\$26,005 77

Less:

Discounts	\$72 56
Sale of appliances	6,900 70
Sale of books, music, etc.	7,394 71
	14,367 97

Net charge to manager \$11,637 80

HOWE MEMORIAL PRESS FUNDS, AUGUST 31, 1937

Special funds:

Adeline A. Douglas (printing raised characters)	\$5,000 00
Harriet S. Hazeltine (printing raised characters)	2,000 00
Thomas D. Roche (publication non-sectarian books)	1,883 84
J. Pauline Schenkl (printing)	10,955 26
Deacon Stephen Stickney Fund (books, maps and charts)	5,000 00
	\$24,839 10

General funds (principal and income for general purposes):

Beggs Fund	\$900 00
Joseph H. Center	1,000 00
Augusta Wells	10,290 00
	12,190 00

12,190 00

\$37,029 10

CONTRIBUTIONS FOR THE PERKINS INSTITUTION
1936-1937

Through the Ladies' Auxiliary Society:	
Annual subscriptions (see below)	\$195 00
Donations (see below)	262 94
Total	\$457 94

ANNUAL SUBSCRIPTIONS

Baldwin, Mrs. J. C. T.	\$3 00
Boston Committee for the Blind	10 00
Community Federation of Boston	15 00
Conant, Mr. Edward D.	10 00
Emerson, Mrs. William	25 00
Gross, Mr. and Mrs. Robert H.	25 00
Lothrop, Mary B.	5 00
Mills, Mrs. D. T.	5 00
Moses, Mr. George	3 00
Monks, Rev. and Mrs. G. Gardner	25 00
Old Colony Woman's Club	5 00
Parker, Mrs. Kenneth C.	6 00
Pecker, Miss Annie J.	10 00
Perkins, Edward N.	10 00
Primary Department of the Congregational Church of Weymouth	5 00
Townsend, Mrs. J. H.	2 00
Trinity Church	5 00
United Drug Co.	1 00
White, Mrs. Eliza Orne	25 00
	\$195 00

DONATIONS

Ames, Lady	\$10 00
Allen, Hon. and Mrs. Frank G.	75 00
Birdsall, Mr. A. W.	5 00
Bartol, Mrs. John W.	10 00
Emergency Campaign	75 00
Greene, Mrs. C. Nichols	15 00
George, Mrs. J.	1 00
Leland, Miss Ella A.	25 00
Riley, Mr. C. E.	25 00
Second Church in Newton	16 94
Emily Alan Nichols	5 00
	\$262 94

DESIGNATED DONATIONS

M. Virginia Knapp (for theatre tickets)	\$15 00
Mrs. Homer Gage (\$50 for Social Worker's use, \$50 for vacation transportation)	100 00
Helen C. Flint (for library use)	5 00
	\$120 00

FORM OF BEQUEST

I hereby give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, the sum of _____ dollars (\$ _____), the same to be applied to the general uses and purposes of said corporation under the direction of its Board of Trustees; and I do hereby direct that the receipt of the Treasurer for the time being of said corporation shall be a sufficient discharge to my executors for the same.

FORM OF DEVISE OF REAL ESTATE

I give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, that certain tract of real estate bounded and described as follows:—

(Here describe the real estate accurately)

with full power to sell, mortgage and convey the same free of all trusts.

NOTICE

The address of the treasurer of the corporation is as follows:

ROGER AMORY

No. 19 Congress Street, Boston.





